

THE INFLUENCE OF I SPY GAME TOWARDS STUDENTS' VOCABULARY
MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE
OF SMPN 12 BANDAR LAMPUNG IN THE
ACADEMIC YEAR OF 2016/2017

(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1- Degree

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ABSTRACT

The Influence of I Spy Game toward Students' Vocabulary Mastery of the Second Semester of The Eighth Grade at SMPN 12 Bandar Lampung in the Academic Year of 2016/2017

**By:
Syukron Detia**

Many students in Junior High School have difficulties in learning English. Based on curriculum, the objective of learning English in Junior High School is to enable students to use English as a means of communication, orally and written. To support those skills they should master four skills of language namely: listening, speaking, reading and writing and components of language such as vocabulary, structure, spelling and pronunciation. Students' vocabulary mastery is influenced by many factors. One of them is the technique, which the teacher uses in teaching. In this research, the researcher applied I Spy Game in teaching vocabulary in the classroom. Then the researcher analyzed the result of the technique in order to know its influence. Most of students still have low score on vocabulary, the students got difficulties in doing tests.

The objective of this research is to know and describe the students' vocabulary mastery who learn vocabulary through I Spy Game and to know and describe about the influence of I Spy Game towards students' vocabulary mastery. In this research, the researcher used two classes as the sample. The sample is taken by using Cluster Random Sampling. In data collecting technique it is used test, the test was objective with multiple choice with five options; a, b, c, and d. The researcher used quantitative analysis with the formula t-test.

Based the calculation, it was found that $t_{\text{observed}} = 14.34$ from the distribution list with $df = 60$ obtained the $t_{\text{critical } t_{0.95}}$ or significance level of 5% is equal to 2.00. And $t_{\text{critical } t_{0.99}}$ or significance level of 1% is equal to 2.66. So the researcher could conclude that there influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017. It can be concluded that the average score of the students' vocabulary mastery in post – test who were taught by using I Spy Game (74) is higher than those who were taught by using Crossword Puzzle (53.33).

Keywords : I Spy Game, Quantitative Analysis, Students' Vocabulary Mastery, Teaching Vocabulary



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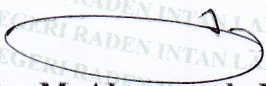
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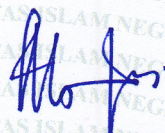

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MOTTO

وَهْدُوا إِلَى الطَّيِّبِ مِنَ الْقَوْلِ وَهْدُوا إِلَى صِرَاطِ الْحَمِيدِ ﴿٢٤﴾

And they had been guided [in worldly life] to good speech, and they were guided to the path of the Praiseworthy. (Al-Hajj: 24) ¹



¹ Qur'an, available at: <http://quran.com/22-24> [August 30th, 2014]

DECLARATION

I hereby certify that this thesis entitled “The Influence of I Spy Game Towards Students’ Vocabulary Mastery at The Second Semester of the Eighth Grade of SMPN 12 Bandar Lampung in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

A large, faint watermark logo is centered on the page. It features a green lotus-like flower with a white book icon in the center. The text 'SMPN 12' is written across the middle of the flower, and 'BANDAR LAMPUNG' is written at the bottom.

Bandar lampung, April, 2018

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DEDICATION

This thesis is dedicated to:

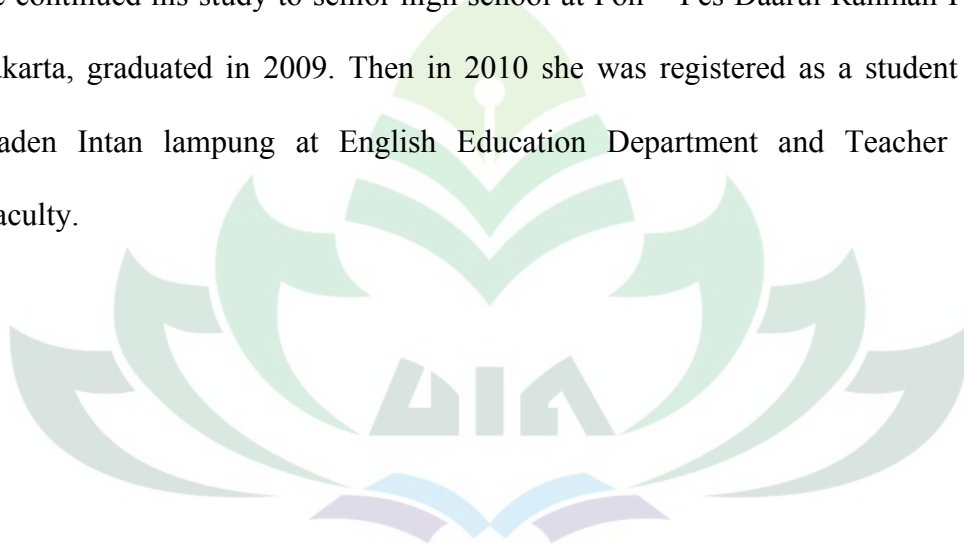
1. My most honorable and beloved parents Mr. Khaidir Saukat and Mrs. Yuhanis who always give me support, motivation, and prayer all the time for my success.
2. My beloved brother Riando Haris.
3. My beloved almamater UIN Raden Intan Lampung.



CURICULUM VITAE

The researcher was born in Krui, on January 9th, 1991. He is the fourth child of the six children of a happy couple Khaidir Saukat and Yuhanis.

The researcher began her study at MIN 1 Krui, and graduated in 2003, and he continued to Pon – Pes Daarul Rahman II in Bogor, graduated in 2006. Afterwards, he continued his study to senior high school at Pon – Pes Daarul Rahman I in South Jakarta, graduated in 2009. Then in 2010 she was registered as a student of IAIN Raden Intan lampung at English Education Department and Teacher Training Faculty.



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In the name of Allah the Beneficent and the Merciful. All praise is merely to Allah the Almighty, the Lord of the world who has bestowed upon the researcher in completing this thesis. Peace and blessing upon our prophet Muhammad SAW. Peace be upon him, his families, his companions and his followers. This thesis is submitted as compulsory fulfillment of the requirements for S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

It is important to know that the thesis would never come into existence without any supports, encouragements and assistances by several gorgeous people. It is the great honor for the researcher to make acknowledgement of indebtedness to convey her sincere gratitude to:

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May Allah, the Almighty, bless them all *aamiin*.

Bandar Lampung, April 2018

The Researcher

Syukron Detia



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APPENDICES

CHAPTER I

INTRODUCTION

A. Background of The Problem

The communication among people from different countries requires an international language which can be understood by other people easily. English has been the most widely used as an international language and now the demand of English as tool of communication among people in the world is getting broader. English is taught to relate to wider social needs outside the country. There is often the need to expand overseas trade or to increase understanding between countries by increasing ease of contact through a common language. English being an international language, is widely taught as a foreign language¹

English is important for Indonesian in order to face the development of the world. It has also been a compulsory subject to the Indonesian learners from Junior High School up to University. Based on the Junior High School English curriculum 2006

¹ Lim Kiat Boey, *An Introduction to Linguistics for the Language Teacher*, Singapore, Singapore University Press, 1982, p.112

the students should have four language skills such as: listening, speaking, reading and writing. There are also language components; vocabulary, spelling and structure².

One of the objectives of teaching English in Junior High School based on curriculum 2006 is that the students master a number of vocabularies to support the language skills which are being learned. Having a sufficient numbers of vocabulary the learners can use them in the sentences³. With several sentences the learner can improve their language skills. So learning a language can not be separated from learning vocabulary. It might be impossible to learn a language without vocabulary. The quality of one's language depends upon the quality and quantity of his or her knowledge of vocabulary. If the learner has a lot of vocabulary he or she will be more successful in learning language⁴.

Furthermore, they can use English as a tool to get science and technology for national development. Further in learning language, vocabulary is very important for learners. learning a language cannot be separated from learning vocabulary because the language itself consists of many vocabularies which makes up a language. Knowing a language means knowing the words of that language. It must be impossible to learn English without vocabulary.

² Kurikulum Bahasa Inggris KTSP SMP/Mts

³ ibid

⁴ Tarigan. HG, *Pengajaran Kosa Kata*, Bandung, Penerbit Angkasa, 1986, p.2

Based on English Curriculum in 2006 of Junior High School, the students are hoped to master 500-600 words after finishing their study at Junior High School⁵. If they master a large numbers of vocabulary they will be successful in learning English. In fact, a lot of students get difficulties in learning vocabulary and they have poor vocabulary after they have finished their study at Elementary School and so they get a difficulty in comprehending the meaning of sentences.

In Preliminary research at SMPN 12 Bandar Lampung in 2016/2017 the writer found that, the junior high school students got difficulty in communication with their friends, for example when they asked them to make a short conversation. They were still confused how to manage the dialogue. They needed longer time to make it and they opened dictionary. So the writer concludes that students still have not mastered the vocabulary.

Based on the preliminary research at SMPN 12 Bandar Lampung, the writer got that there were more students who got lower scores or got scores below the criteria of minimum mastery (KKM) of the school 70, as 189 out of 326 students or 58% than those who got scores above the criteria of minimum mastery, as 137 students or 42%. In other words, the number of students who got scores above the criteria is small. It can be seen at the following table :

⁵ Kurikulum Bahasa Inggris KTSP SMP/Mts

Table.1
The Students' Score for Vocabulary Mastery at the Eighth Grade
of SMP Negeri 12 Bandar Lampung in 2016/2017 Academic Year

No.	Score	Number Of Students	Percentage
1	≥ 70	137	42%
2	< 70	189	58%
		326	100%

Source: Document of Students' score for vocabulary at the eighth grade students of SMP Negeri 12 Bandarlampung in 2016/2017 academic year

The writer found that the students were having difficulties to master English vocabulary. Most of the students were reluctant to speak because of their limited vocabularies. They often felt frustrated if they had not been able to find out the words they wanted to express. The writer should help the students to overcome the problem or to minimize the problem. The problem above got from the interview of researcher to the teacher and students.

Dealing with this case, the writer is interested in finding out an effective way in teaching English, especially in developing students' vocabulary through game as the technique of teaching vocabulary. The game made the students able to learn naturally. Vocabulary is acquired more naturally if the students use it in full sentences, rather than memorizing words list.

I Spy is a game commonly played by children in the United States. One person looks around at everything in his line of sight and silently chooses something he can see. He then says " I spy with my little eye, something....."⁶ . This is a very popular

⁶ Bolton, *Vocabulary Games*, available at <http://homesensei.blogspot.com/2007/04/games-for-single-students-lessons-i-spy.html>, [10 January 2016]

children's game. It includes the game of problem-solving activities. Here, the students have to solve the problem by answering/guessing the questions from the other groups.

Beth Edmonds says that this game will help students to understand that nouns are things that can be seen and touched. Then the students will make lists of people, places, and things⁷. It means that, in this game will be much a lot of vocabulary appeared in the process of game, it makes the students increase their vocabulary in their mind.

The teacher in this school usually used Crossword Puzzle in teaching vocabulary in the class. Crossword puzzle consists of two parts. The first consists of some grids with a certain arrangement and the second is clues. The grids are arranged based on the number of the letters of each clue answers both vertically and horizontally.

In this research, writer assumed that game can be used as the technique to develop the students' vocabulary mastery. Therefore, the writer proposes a research entitled : The Influence of I Spy Game towards Students' Vocabulary Mastery at The Second Semester of The Eighth Grade of SMPN 12 Bandar Lampung in The Academic Year of 2016/2017.

⁷ Beth Edmonds, *I spy*, Teaching and Learning From the UNC School of Education, available at <http://www.learnnc.org/lp/pages/3918> [05 2016]

B. Identification of The Problem

Based on the background of the problem above, the writer identified problems. They are:

1. The students were having difficulties to master English vocabulary.
2. Students got difficulty in communication because they have poor vocabulary.
3. There were more students who got lower scores or got scores below the criteria of minimum mastery (KKM).

C. Limitation of The Problem

From the identification of problem, the reseacher emphasized this research on the influence of I Spy Game toward students' vocabulary mastery at Junior High School level.

D. Formulation of The Problem

The formulation in this research is :

Is there a significant influence of I Spy Game towards the students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in the academic year of 2016/2017?

E. Objective and Uses of The Research

1. Objective of The Research

The objective of this research was to know whether there is a significant influence of I Spy Game towards the students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in the academic year of 2016/2017.

2. Uses of The Research

The uses of research were as follows:

1. To the teacher, the research can be used to inform to the English teacher about the influence of I Spy Game in the class.
2. To the students, the research can be used to motivate the students in learning English especially vocabulary.
3. To inform the school about the importance of interesting technique in teaching English especially I Spy Game.

F. Scope of The Research

1. The Subject of Research

The subject of this research was the students at the second semester of eighth grade.

2. The Object of Research

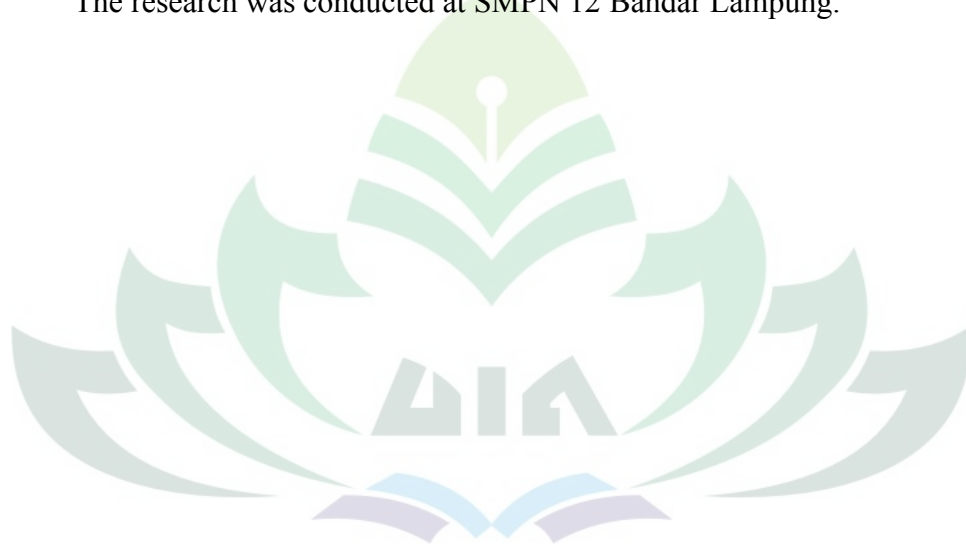
The object of the research was the use of I Spy Game and the students' vocabulary mastery.

3. The Time of the Research

The time of the research was conducted at the second semester in the academic year of 2016/2017.

4. The Place of the Research

The research was conducted at SMPN 12 Bandar Lampung.



CHAPTER II

FRAME OF THEORIES AND THINKING, AND HYPOTHESIS

A. Teaching English as a Foreign Language

In teaching English as foreign language, the teachers should prepare the material and the technique well. they can give the motivation for the students to learn English with strong motivation to get best result of learning. Because teacher is the main leader in the class to determine and to know the situation of her class. Fachrurrazy says that realizing the importance of English, it is equally important to prepare the teacher who will teach it¹. The teaching and learning process involves three factors, namely teacher, learner and method/material. Richard and Rodgers adds “On teaching English as a foreign language, they design approaches and methods in language teaching. It consists of six considerations such as; the objective of a method, the types of learning tasks and teaching activities the method and advocates, the roles of learners, the roles of teachers and the roles of instructional material”².

There are so many factors of quality reduction of learning English, one of that, the boring classroom situation. To create enjoyable learning is the challenging where the

¹ Fachrurrazy, *Teaching English as Foreign Language*, Malang, The State University of Malang, 2002, p.4.

² Richard, J. C. & Rodgers, *Approaches and Methods in Language Teaching*, Cambridge, Cambridge University Press, 1986, p.21.

teachers are able to manage all of abilities to be the total learning powerful. The goal of teaching English as a foreign language is to provide the students with the skills which enable them to communicate in the target language. Learning a language requires communication in real life situations. Thus, students need to acquire an array of communication skills that they can use with various kinds of people. It is essential that they learn not only how to communicate in the target language but also the background, history, and culture that defines it³.

In teaching English as foreign language, there are many ways to reach the goal as stated in the curriculum. The teacher of English has a responsibility to create conducive – circumstance in teaching learning activity, in order the students are motivated to follow the lesson. As in William T. Lile says that Motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best. A teacher can do a lot to improve the students' motivation, and the effort involved is an essential part of the teaching profession⁴.

B. Concept of Vocabulary

According to Hornby, vocabulary is total number of words, which (with rules for combining them) make up a language⁵. Learning language practically always means

³ Makiko Ebata. *Motivation Factors in Language Learning*. The Internet TESL Journal, Vol. XIV, No. 4, April 2008. Available at <http://iteslj.org/Articles/Ebata-MotivationFactors.html>. [10 January 2015]

⁴ William T. Lile. Motivation in the ESL Classroom. The Internet TESL Journal, Vol. VIII, No. 1, January 2002. Available at <http://iteslj.org/Techniques/Lile-Motivation.html>. [10 January 2015]

⁵ Hornby. AS. *Oxford Advance Learned Dictionary of Current English*, Oxford, Oxford University Press, 1984, p. 959.

primarily learning the words or the language. In order word, word has an important role in learning language. Vocabulary is the first and foremost important step in language acquisition⁶.

Furthermore, Also Celce–Murcia and Rosensweig in Ozqul agree that vocabulary should be recognized as a central element in language instruction from the beginning stages⁷. It is clear that we can say a word, when we arrange of letters in order way and the result will make up the meaning. Furthermore if someone wants to speak, to write and to read exactly he/she will face the word, because the word is important in language. By having many words he/she at least will speak better, arrange the sentences orderly, meaningfully and fast.

Considering the statement above, the writer assumes that vocabulary is important. One can communicate with others if she/he masters adequate vocabulary. One who will learn language means he/she is trying to learn vocabulary. By using vocabulary we can make a language. Furthermore, language can be used to convey our intention

⁶ Naveen Kumar Mehta. *Vocabulary Teaching: Effective Methodologies*. The Internet TESL Journal, Vol. XV, No. 3, March 2009. Available at <http://iteslj.org/Techniques/Mehta-Vocabulary.html>. [10 January 2015]

⁷ Balci, Ozqul. *Teaching vocabulary through collocations in EFL Classes: The case of Turkey*. International Journal of Research Studies in Language Learning. 2012 January, Volume 1 Number 1, 21-32. [10 January 2015]

and to express the message clearly. Napa says that the more words we learn, the more ideas we should have, and so we can communicate the ideas more effectively⁸.

Not surprisingly, vocabulary development is especially important for English-language learners. Poor vocabulary is a serious issue for these students. Considering the definitions above, the writer assumes that vocabulary is important system on a language. One can communicate with others if he masters adequate vocabulary

C. Vocabulary Mastery

Generally, when we are learning vocabulary we have to memory the words. We try to learn it by using kind of techniques, for example by translation, cards of word, pictures, etc.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl in Diamond and Gutlohn, puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence. Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word-

⁸ Napa. AP, *Vocabulary Development Skills*, Yogyakarta, Kanisus, 1991, p.6

learning strategies⁹. In traditionally, translation has been the most widely used of presenting the meaning of words in monolingual classes. But, this method make boredom situation.

In order to create the live situation, the teacher can use the technique where the students as the centre of lesson, they have to creative and try to break the problem together and try to win the competition. It is the enjoyable situation off lesson. So, they can gain their vocabulary and can be store on their mind longer than use the monotonous technique.

Based on the statement above, the researcher has conclusion that learning vocabulary can be success if teacher able to make students enthusiasm in learning vocabulary, catch the words and the meaning easily, and understand every word. And they can fullfill the indicators of vocabulary mastery such as:

- Mastery on meaning
- Mastery on spelling.
- Mastery on pronunciation.
- Can make sentences

Based on the explanation above the reseacher concluded tat the aim of teaching learning vocabulary is to increase students to understand the meaning of word. To

⁹Linda Diamond and Linda Gutlohn, , 2006, *Teaching Vocabulary* available at <http://www.readingrockets.org/article/9943> [28 January 2015]

understand means not only to memorize a number of words, rather it must be more than that, the students also can make sentences by using those words. As a teacher of English, on teaching vocabulary in the classroom where English as foreign language, the teacher has to select the words that are most important for students to learn at their level and to give the most information about those words. The teacher not only teaches some useful new vocabulary but she/he also helps the students with useful techniques for vocabulary learning in general. The techniques have to help students to improve their English vocabulary. They help them not only the meanings of words but also how they are used.

D. Teaching and Learning Vocabulary

Learning and remember a set of words is prerequisite in learning a particular language¹⁰. The essential area of language learning is the lexicon or vocabulary of the language. From these statements, the writer ensures that vocabulary must be taught absolutely when one learns a language, If not, he learns no language at all. This opinion is also clarified by Fries who says that learning a language practically always mean learning the words of that language¹¹.

¹⁰ Nation. LSP, *Teaching and Learning Vocabulary*, Willington, Victoria University of Willington, 1990, p.21

¹¹ Fries Charles C, *Teaching and Learning Language as Foreign Language*, Michigan, An Arbor, The University of Michigan Press, 1982, p .38

In teaching vocabulary, the teachers should consider the components of a word. Because a word consists of components of a word. It is not enough just to know the meaning of a word, the learner also needs to know :

1. What words it is usually associated with.
2. Whether it has any particular grammatical characteristics.
3. How it is pronounced, etc¹².

Visnja Pavicic in Mehta dealt with a way to improve students' abilities to explore, store and usage of vocabulary items. He determined the role of vocabulary teaching and how a teacher could help their learners. He laid emphasis on self initiated independent learning with strategies, in which formal practices, functional practices and memorizing could be included. He said that the teacher should create activities and tasks to help students to build their vocabulary and develop strategies to learn the vocabulary on their own¹³.

Mehta adds that An efficient language teacher can use selected vocabulary activities or can use integrated activities. All this depends upon ability and level of understanding and interest of the learners. There is no sure fire remedy or method to enhance vocabulary in a day or two. A student's vocabulary bank can be enriched on

¹² Mc Carthy and O'Dell, *English Vocabulary in USA*, Australia, Cambridge University Press, 1994, p.2

¹³ Naveen Kumar Mehta, *Vocabulary Teaching: Effective Methodologies*, The Internet TESL Journal, Vol. XV, No. 3, March 2009. Available at <http://iteslj.org/Techniques/Mehta-Vocabulary.html>. [10 January 2015]

a gradual basis and one should always show keen interest and enthusiasm in finding, learning and understanding new words¹⁴.

Based on the theory of teaching and learning vocabulary stated and explained by some linguistics above, the writer concludes that the meaning of word, or vocabulary should be taught in the context. The vocabulary should be practiced systematically, vocabulary should be appropriate with students' level of capability and related to daily life phenomenon and their experiences.

The following is the relationship or aspects vocabulary that are:

1. Words have different function.
2. The same word can have a variety of forms.
3. Words can be added to, or combined, to form new words.
4. Words can group together to form units that behave as if they were single words.
5. Many words commonly co-occur with other words.
6. Words may look or sound the same but have quite different meanings.
7. Different words may share similar meaning, or may have opposite meaning.
8. Some words can be defined in terms of their relationship with other words.
9. Words can have the same or similar meanings but be used in different situation or for different effects¹⁵.

¹⁴ Naveen Kumar Mehta, Ibid

Learning vocabulary is something more than memorizing and knowing the meaning of a list of words. Learning vocabulary needs a good rationale, perseverance, and creativity of the learner.

E. Concept of Game

In order to create the lively situation, the teacher can use the technique where the students are as the centre of lesson, they have to be creative and try to break the problems together and try to win the competition. It is the enjoyable situation of lesson. So, they can gain their vocabulary and can be stored on their mind longer than use the monotonous technique, such as only focus on coursebook or translation. Scott and Ytreberg state that playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign learning too¹⁶.

Games can perform a useful function in the teaching English as a foreign language classroom. They allow students to relax and enjoy themselves absolutely reinforcing the target language teachers are attempting to teach. If the students know teachers are intending to play a game as part of the lesson, they are more likely to pay attention throughout the class so they are able to perform well in the game.

¹⁵Scott Thornbury, *How to Teach Vocabulary*, London, Pearson Education Limited, 2002, p.12

¹⁶Wendy A Scott and Lisbeth H Ytreberg, *Op.Cit*, p.5

Harmer states that games are a vital part of teachers' equipment, not only for the language practice but also for the therapeutic effect they have¹⁷. The statement points out two important functions of using games in teaching and learning process. First, games as a tool of teaching make teacher easier in presenting the materials. Second, by engaging the students in a game given them pleasure and kill the students' boredom and laziness. This created a good atmosphere in the classroom, where the students paid more attention to the lesson. Therefore, this might motivate the students to sustain their interest and work in learning a language.

Wallace states that in game there will be additional aim to adding an element of fun, relaxation and enjoyment to the lesson. And there are two main reasons about language games have become more widely used recently, first, an increasing emphasis on the important of motivation and of the appropriate kind of positive affective atmosphere in the classroom. Secondly, increasing emphasis on the important of 'real' communication¹⁸.

From the statements above, it can be concluded that the teaching learning process by using game would seem to be easier, because game can be applied to all students of any levels. It creates interesting situation on the lesson, because everybody likes game; it is challenging, creates cooperation and competition.

¹⁷ Jeremy Harmer, *The Practice of English Language Teaching Longman Handbook for Language Teachers*, New York, Longman Publishing, 1991, p.101

¹⁸ Malo Wallace, Op.Cit, p.104

F. Teaching and Learning by using Game

Scott and Ytreberg say that playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign learning too¹⁹.

A game is a kind of teaching aids that can be applied to a class. A game is an activity which high has some components such as element of fun and also particular rules to be followed. Gibbs in Rixon states that a game as an activity carried out by cooperating or competing decision makers, seeking to achieve, within a set of rules, their objective²⁰.

The writer realizes when she teaches the class means she teaches students with different interest. In order to hold the students' attention and interest, the teacher should vary the technique of teaching such as using games. By doing so, the presentation will be interesting for the students. Games are also motivating. Games introduce an element of competition into language-building activities. This provides valuable impetus to a purposeful use of language²¹.

Games can be played at anytime during a class, but the teacher should consider the effect that they will have on the lesson as a whole. If played at the beginning of a

¹⁹ Scott.WA And Ytreberg. LH, *Teaching English to Children*, USA, Longman Inc, 1990, p.5

²⁰ Rixon.S, *How to Use Games in Language Teaching*, London, Macmillan Publisher Ltd, 1981, p.3

²¹ Prasad, U. (2003). *Achieving communicative competence in English*. India's National Newspaper (29, July). Available at <http://www.hindu.com/thehindu/edu/2003/07/29/stories/2003072900010200.htm>. [11 January 2015]

class, the teacher will build the interest of the students in your chosen subject. It is worth noting, however that if a game is too much fun the student's attention may fade after the excitement. If it is used in the middle of a lesson a game can help explain the teacher concept and allow the students to start practicing the target language. When used toward the end of the lesson, they can be used to test the students understanding of the target language.

Based on the explanations above, the researcher concluded that teaching and learning by using game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well and they will let their team down so they make more effort to join in and learn as much as possible.

G. Concept of I Spy Game

Retter and Valls states that I Spy Game is one of the best known children's game²². Players try to guess an object beginning with a certain letter. For example; the teacher says I spy with my little eye something beginning with G. Students try to guess the object (E.g. garbage). Use classroom objects and with younger students use colors rather than letters e.g. "I spy with my little eye something beginning with "r" (red).

²² Retter. C & Valls. N, 77 *Language Game for young Learners*, London, Longman Group UK Limited, 1984, p.31

I Spy is a game commonly played by children in the United States. One person looks around at everything in his line of sight and silently chooses something he can see.

He then says “ I spy with my little eye, something.....”²³

I Spy is a very old vocabulary guessing game where students say the first letter of a mystery word²⁴. The objectives of this game are to describe common objects; to increase sensory perception; to verbalize sensory detail²⁵.

In I Spy Game players complete to become the next challenger by being the first person to guess the answer to the puzzle²⁶. This is a very popular children’s game. It includes the game of problem-solving activities. Here, the students have to solve the problem by answering/guessing the questions from the other groups.

The space of this game is normal classroom. It is can be played for the whole class, by individual or group. The game can be used at the beginning until advanced level depends on the class that will be taught.

In conclusion, I Spy Game in this reseach is kind of technique for teaching vocabulary by asking the students to guess an object beginning with a certain letter.

²³ <http://homesensei.blogspot.com/2007/04/games-for-single-students-lessons-i-spy.html>

²⁴ <http://www.eslactivities.info/vocabulary/ispy.php>

²⁵ <http://www.els4kids.net/games/spy.html>

²⁶ Rixon,S.(1981). *How to Use Games in Language Teaching*. London: Macmillan Publisher,Ltd. p.13

H. Procedure of Teaching Vocabulary by Using I Spy Game

Here are the procedures of teaching vocabulary by using I Spy game based on Retter and Valls are as follows:

- 1) The teacher divides the students to be small group.
- 2) The teacher explains how to play the game.
- 3) Children say *I Spy with my little eyes something beginning with (D)*. (He can say any letter he wishes).
- 4) Individual children try to guess the object, e.g. Door, Desk, Drawing, etc.
- 5) The child or group who guess successfully then says *I Spy with my little eyes something beginning with (P)*. And the rest of the class try to guess.
- 6) The game ends whenever teacher wishes²⁷.

I. The Strength and The Weakness of Teaching Vocabulary through I Spy Game

1. The Strength of Teaching Vocabulary through I Spy Game

1. It creates enjoyable situation.
2. It creates cooperative situation.
3. It creates competitive class.
4. It challenges the students' ability.

²⁷ Retter. C & Valls. N, *77 Language Game for young Learners*, London, Longman Group UK Limited, 1984, p.31-32

5. It increases the students' vocabulary mastery²⁸

2. The Weakness of Teaching Vocabulary through I Spy Game

1. The situation of class is usually noisy.
2. The passive students give their responsibility to the active students because this game is played in the group.²⁹

J. Concept of Crossword Puzzle

Crossword puzzle gives the students chance to improve the students' vocabulary. This was in line with the objective of this game which is to make as many word as possible, spelling from left to right from right to left, from top to bottom, from bottom to top and diagonally. In addition, Hornby states that crossword puzzle is a puzzle in which words have to be written vertically (clues down) and horizontally (clues cross) in spaces on chequered square. Thus crossword puzzle is a puzzle in which words have to be guessed from clues and written in spaces in a grid vertically and horizontally.

Katie says that "I heart using crossword puzzles in class; not the kind where students just read and fill in words, but the jigsaw activity variety: A has half

²⁸ Retter. C & Valls. N, *77 Language Game for young Learners*, London, Longman Group UK Limited, 1984, p.31-32

²⁹ Ibid Retter. C & Valls. N

the words, B has the other half and both have to think up and give clues or definitions so the other can guess the missing words”³⁰.

From the statements above implied that the crossword puzzle format challenges students to explore past experiences, recall recently learned information, and manipulate vocabularies to find the right word. The process of filling in a crossword puzzle encourages independence, creativity, and engagement.

She also says that “this type of activity is intrinsically motivating, I think, because people want to solve the puzzle and find the missing words. Crossword puzzles are good simply for this – because people tend to be motivated to do them – but also because they give students a chance to practice a highly useful real-world skill: explaining words (or the converse, figuring out a word from a definition)”³¹.

From statements above, we can conclude that the form of the puzzle consists of two parts. The first consists of some grids with a certain arrangement and the second is clues. The grids are arranged based on the number of the letters of each clue answers both vertically and horizontally.

To play this game, the students must fill the grids with letters based on the clues. So, they have to find out the answer of each clue. If they clue answer one clue correctly, this would be easier for them to fill other grids and answer the other clues, because some letters in grids were connected each other. So,

³⁰ Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

³¹ Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

they learn how to recognize their mistake and fix it. The students also learn how to spell the letters and pronounce the words correctly because they did those things when they discussed the crossword. The following is the example of Crossword Puzzle grids:

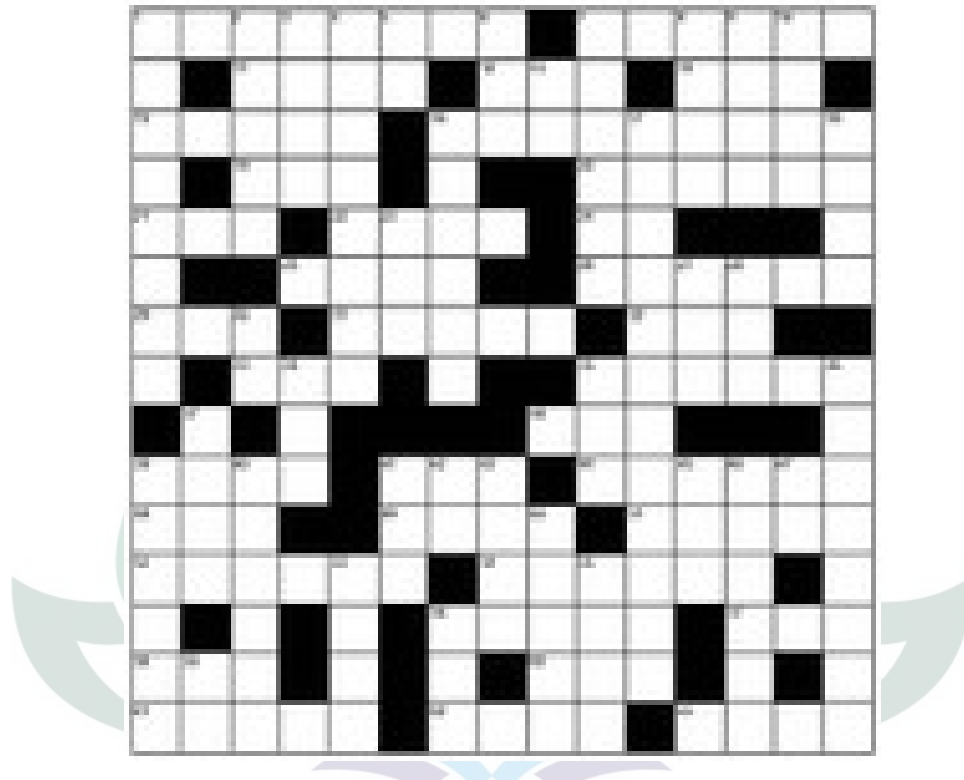


Figure.1 Crossword Puzzle

K. Procedure of Teaching Vocabulary through Crossword Puzzle

Some sequences of material presentation through crossword puzzle game in the classroom will be proposed by the writer as follows:

1. Teacher divides the students into some small groups consisting of 3-4 students.
2. Teacher gives the crossword puzzle to the students.
3. The teacher explains how the puzzle works and the rules to the students.
4. The teacher asks the students to do the puzzle by the certain of time.
5. The students are forbidden to work it out of their group.
6. While the students are playing the teacher monitors them, teacher asks the learners to submit their works.
7. Teacher asks them to exchange their works.
8. Teacher asks one students to write the answer on the board, while the others from the same group were spelling the letter.
9. After he/she finishes writing, together with her/his friends mention the word³².

L. The Strength and The Weakness of Teaching Vocabulary through Crossword Puzzle

1. The Strength of Teaching Vocabulary through Crossword Puzzle

- a. It creates cooperative situation.
- b. It challenges the students' ability.

³² Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

- c. It increases the students' vocabulary mastery

2. The Weakness of Teaching Vocabulary through Crossword Puzzle

- a. The situation of class is usually noisy.
- b. The passive students give their responsibility to the active students because this game is played in the group³³.

M. Frame of Thinking

I Spy Game may refresh the students' routine vocabulary activity shows any revision. It motivates students to study especially in vocabulary. In this technique the students try to find solution of their I Spy Game. It may do in group, so it creates cooperation and competitive situation in the class.

Based on the theories used in this chapter the writer assumed that there is a positive implementation of using I Spy Game towards students' vocabulary mastery because this technique is interesting and live situation of class. The writer also assumes in this game there are some disadvantages that the noisy situation maybe happened because this game all students are busy in this activity, the teacher should be wise in handling the teaching learning process, to make less students in crowded.

³³ Katie, *Crossword Puzzle*, Available at www.teflougue.com, (15 January 2016)

N. Hypothesis

Based on the explanation above, the writer proposed a hypotheses as follows:

Ho = There is no a significant influence of using I Spy Game towards students' vocabulary mastery

Ha = There is a significant influence of using I Spy Game towards students' vocabulary mastery



CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The writer used experimental method or quasi experimental in this research. It means that the writer did the technique on the sample to know the improvement of students' vocabulary mastery after giving the treatment. Experimental research is the description and analysis of what will be or what will occur, under carefully controlled condition. Experimental Method is a scientific method. It is oriented to the future in the sense that the researcher is seeking to evaluate something new¹. In this research the writer used two classes, the first class as the experimental class was gotten I Spy Game, and the second class as the control class was gotten puzzle as the treatment. The technique or treatment here is I Spy game. And also the writer also used descriptive quantitative in this research. It means that the data has been shown by numbers.

The design was :

$$\begin{array}{rcl} E & O_1 X O_2 \\ \hline C & O_3 X O_4 \end{array}$$

¹ Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Age International (P) L Td. New Delhi. 2006. p.143

Note :

- E : Experimental Class using I Spy Game
 C : Control Class using Crossword Puzzle
 X : Treatment
 O₁ and O₃ : Pretest
 O₂ and O₄ : Posttest²

B. Research Variable

The two main variables in an experiment are the independent and dependent variable. An independent variable is the variable that is changed or controlled in a scientific experiment to test the effects on the dependent variable. A dependent variable is a variable being tested and measured in a scientific experiment.

In this research, there were two variables, such as:

1. The independent variable of research was I Spy game (X)
2. The dependent variable of research was the students' vocabulary mastery (Y).

C. Operational Definition of Variable

In order to give a clear definition, the writer gave the operational definition of each variable, as follows:

1. I Spy game is a game that the players try to guess an object beginning with a certain letter.

² Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta, Rineka Cipta, 2005), p.79

2. The students' vocabulary mastery is the students' ability to comprehend and use the proper of word in English. Especially omprehend and use the properties of vocabularies in verb, noun, adjective and adverb.

D. Validity and Reliability of Test

1. Validity of Test

To find out the validity of the research instrument the writer used content and construct validity. It means that the instrument test appropriate with the curriculum.

To be clear the reseacher explained the content and construct validity as follows:

a. Content Validity

Content validity is the extent to which the items on the data collection instrument are sampling the content area or domain of interest in a representative. A data collection instrument has high content validity when it reflects the content of interest³. To get the content validity, the test adapted with the students, book, that is the test is suitable with the material that taught to the students. It means the test have content validity since the test is good representative of material studied in classroom. To know whether the test have a good validity, the items of the test consult to the expert. In this case, the tests will be consulted to the English teacher of SMPN 12 Bandar Lampung.

³ James Schreiber & Kimberly Asner-Self. *Education Research*, USA, John Wiley & Sons, Inc, 2011, p. 114

b. Construct Validity

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct⁴. It means construct validity concerns with whether the test is actually in line with the theory or not. Thus the items should really show whether they have vocabulary mastery that has been taught or not, and should really measure the student's vocabulary mastery. To know whether the test have a good construct validity, the items of the test consulted to the English teacher of SMPN 12 Bandar Lampung.

a. Internal Validity

The point biserial correlation is one of analysis technique is used to test the validity of the items that proposed in this test. Which scores the test result of each tems correlated with the score about the totality of the test result. To found the correlation indicates biserial point by using following formula :

$$r_{pbi} = \frac{M_p}{SD_t} \sqrt{\frac{p}{q}}$$

Notes:

R_{pbi} = The amount of point biserial correlation index

M_p = Mean of average score

M_t = Mean of total score

SD_t = Standard of total deviation

p = Proportion of test participatory with right answer

q = Proportion of test participatory with wrong answer⁵

⁴ *Ibid.*

⁵ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta, Raja Grafindo Persada, 2015, p.185

The try out result in the first step re-test, there were 8 items considered invalid. They were items number 4, 6, 8, 31, 36, 38, 41, and 45. After dropping those invalid items, the researcher did the second step pre - test try out. Then the researcher found 2 invalid items. They were 32 and 42. Then the researcher found no single item which was considered invalid in Third step pre-test try out. Finally the total valid in pre-test try out were 40 items (see appendix 1).

The try out result in the first step post-test, there were 8 items considered invalid. They were items number 1, 7, 27, 30, 38, 41, 43, and 45. After dropping those invalid items, the researcher did the second step post - test try out. Then the researcher found 2 invalid items. They were 16 and 28. Then the researcher found no single item which was considered invalid in Third step post-test try out. Finally the total valid in post-test try out were 40 items (see appendix 2).

2. Reliability of the Test

In ensuring the reliability of test, the writer used Split Half method, then the writer took some steps as follows:

1. Performing the instrument test items to the students out of the sample of research.
2. Dividing the result to odd items and even items.

3. Analyzing the result by using Product Moment formula to know the coefficient correlation :

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Notes :

N = The number of student.

R_{xy} = The correlation between X and Y.

Σx = The number of X score (odd items).

Σy = The number of Y score (even score).

Σx² = The number of squares of X scores.

Σy² = The number of squares of Y scores.

Σxy = The total of X and Y

4. After determining the result of r-xy to find out the reliability of the test the writer used “Spearman Brown’s Formula” as follows :

$$r_{gg} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes :

R_{gg} = The reliability of the test.

R_{xy} = The reliability of half the test

1 & 2 = The constant number

5. Next step, the writer consulting the result to the criteria of reliability as follows:

Between 0,800 until 1,000 (High)

Between 0,600 until 0,800 (enough)

Between 0,400 until 0,600 (rather low)

Between 0,200 until 0,400 (low)

Between 0,000 until 0,200 (very low)⁶

Based on the calculation of the formula, it indicated that pre-test items were 0.655 and it is consulted by the criteria of Suharsimi Arikunto that between 0.600 – 0.800 got enough reliability. It means that the pre-test items of vocabulary test can be used in this research (see appendix 3)

And the result of reliability test of post-test, it indicated that pos-test items were 0.92 and it is consulted by the criteria of Suharsimi Arikunto that between 0.800 – 1.000 got high reliability. It means that the post-test items of vocabulary test can be used in this research (see appendix 4).

⁶ Arikunto, S. (1993). *Prosedur Penelitian*. Yogyakarta : Rineka Cipta. p.245

E. Population and Sample of Research

1. Population

The population in this research was the second semester of the eighth grade students at SMPN 12 Bandar Lampung in 2015/2016 academic year. There were 326 students in 11 classes.

Table. 2
Population of the Research

NO	CLASS	MALE	FEMALE	TOTAL
1	8A	13	17	30
2	8B	14	16	30
3	8C	14	16	30
4	8D	12	17	29
5	8E	13	16	29
6	8F	15	15	30
7	8G	14	15	29
8	8H	11	18	29
9	8I	12	18	30
10	8J	14	16	30
11	8K	12	18	30
TOTAL		144	182	326

Source: Document of the Total of Student of the eighth grade students of SMP Negeri 12 Bandarlampung in 2015/2016 academic year

2. Sample

The researcher used the cluster random sampling, it means that the sample was taken by group, class, or the like, not taken by individual. The sample of the research was two classes.

3. Sampling Technique

In getting the sample of research, the writer used Cluster Random Sampling technique because the samples were taken from the groups or classes.

Here are the steps in determining the experimental and control classes:

1. First, the writer provided 11 pieces of paper consisting of the four classes, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, and 8K.
2. Next, the writer rolled those pieces of paper and puts them into a box.
3. Then, he shakes the box until the first rolled paper comes out of it and then this rolled paper is taken as the experimental class (8F) and, the second rolled paper is as the control class (8J).

F. Data Collecting Technique

To find out the research, the writer used techniques, they were:

1. Test

To know students' vocabulary mastery the writer was used test. It was the objective test, the multiple choice test which consist of 40 test items with four options.

2. Documentation

Documentation was used to complete the data. It was taken from SMPN 12 Bandar Lampung. It is the students' score of English test.

G. Research Instrument

The instrument of the research was a test. The researcher gave the tests (try out, pre-test, and post-test) to the sample. The type of test is objective test. The test was multiple choice with four options; a, b, c, and d. There were 50 questions of vocabulary test items, for junior high school level, especially for the eighth grade. In this research the writer focused on verbs, nouns, adjectives and adverbs in three themes, they are; flora and fauna, travel, and health. The test items were made based on the indicators of syllabus of English curriculum and they is gotten from course book of school.

The specifications of pre-test and post-test items before validity test are as follows (See Appendix 1 and 2) :

Table 3
The Specification of Test Items of Pre and Post Test before Validity Test

No	Theme	Subject	Even	Odd	Distribution		Total
					Even	Odd	
1	Flora and Fauna	Noun	2	3	2,26	1,25,49	5
		Verb	3	2	4,28,50	3,27	5
		Adjective	2	2	6,30	5,29	4
		Adverb	2	2	8,32	7,31	4
2	Travel	Noun	2	2	10,34	9,33	4
		Verb	2	2	12,36	11,35	4
		Adjective	2	2	14,38	13,37	4

		Adverb	2	2	16,40	15,39	4
3	Health	Noun	2	2	18,42	17,41	4
		Verb	2	2	20,44	19,43	4
		Adjective	2	2	22,46	21,45	4
		Adverb	2	2	24,48	23,47	4
Total			25	25	25	25	50

Based on the table 3 above, the total of the pre-test items before validity were 50 items with 25 even numbers and 25 odd numbers.

Table 4
The Specification of Pre – Test after Validity Test

No	Theme	Subject	Even	Odd	Distribution		Total
					Even	Odd	
1	Flora and Fauna	Noun	2	3	2,26	1,25,49	5
		Verb	1	2	50	3,27	3
		Adjective	1	2	30	5,29	3
		Adverb	1	1	32	7	2
2	Travel	Noun	2	2	10,34	9,33	4
		Verb	1	1	12	11	2
		Adjective	1	2	14	13,37	3
		Adverb	2	2	16,40	15,39	4
3	Health	Noun	2	1	18,42	17	3
		Verb	2	2	20,44	19,43	4
		Adjective	2	1	22,46	21	3
		Adverb	2	2	24,48	23,47	4
Total			19	21	19	21	40

2	Travel	Noun	2	2	10,34	9,33	4
		Verb	2	2	12,36	11,35	4
		Adjective	0	2		13,37	2
		Adverb	2	2	16,40	15,39	4
3	Health	Noun	2	1	18,42	17	3
		Verb	2	1	20,44	19	3
		Adjective	2	1	22,46	21	3
		Adverb	2	2	24,48	23,47	4
Total			22	18	22	18	40

Based on the table 6 above, the post - test items were invalid they were numbers : 1, 7, 14, 25, 27, 30, 38, 41, 43 and 45. So, the total of the post-test items after validity were 40 items with 22 even numbers and 18 odd numbers.

H. Normality Test

It used to know whether the data of two tests are normally distributed or not. In this research, the writer used formula, as follows:

$$\chi^2_{cal} = \sum_{cal=1}^k \frac{(O_i - E_i)}{E_i}$$

With the hypotheses were:

Ho = χ^2_{cal} is smaller than χ^2_{tab}

Ha = χ^2_{cal} is higher than χ^2_{tab}

I. Homogeneity Test

It used to know whether the data are homogeneous or not. The formula of homogeneity test is as follows:

$$F = \frac{S^2(\text{The Highest Variance})}{S^2(\text{The Lowest Variance})}$$

Note: F = The homogeneity of variance

S = Standard deviation

The hypotheses were:

Ho = The variance of the data are homogeneous

Ha = The variance of the data are not homogeneous

The criteria was accepted Ho if $F\text{-cal} < F\text{-tab}$.

J. Data Analysis

It used to prove the hypotheses proposed by the researcher whether they were accepted or not.

The formula of t-test was as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{s^2 \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

In which :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Note :

X_1 = The average score of experimental class

X_2 = The average score of control class

N_1 = The total of students of experimental class

N_2 = The total of students of control class

S_1 = The deviation of experimental class

S_2 = The deviation of control class

S = The combination deviation standard⁷

With hypothesis as follows:

$H_0 : \mu_1 = \mu_2$ (There is no influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017)

⁷ Sudjana. (1986). *Metoda Statistika*. Bandung : Tarsito. p.239

Ha1 : $\mu_1 \neq \mu_2$ (There is influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017)

The criteria was accepted if Ha 1 if $t\text{-cal} > t\text{-tab}$ at significance level 5% and 1%.



CHAPTER IV RESULT AND DISCUSSION

A. Research Procedure

The documentation was taken by the researcher to know about the situation and condition of students and teachers of SMPN 12 Bandar Lampung. This research was held at the eighth grade of SMPN 12 Bandar Lampung in the academic year of 2016/2017. Before conducting the research, the researcher asked permission to the headmaster and also to the English teacher to get information about the students' ability in English.

Furthermore, the researcher conducted the reseach by the following steps:

1. Doing peliminary research.
2. Determining the subject of the research, that is students at the eighth grade of SMPN 12 Bandar Lampung.
3. Determining sample of the research, by using Cluster Random Sampling Technique.
4. Dividing the subject into two groups/two classes, that is experimental class (8F) and control class (8J).

5. Conducting try out test to know the validity and reliability of the test, it was given to the students out of the samples. They were the students of 8A class as try out class for test instrument consisting of 30 students.
6. Conducting pre-test in order to know students' vocabulary mastery before they had treatment.
7. Analyzing the data gotten from the pre-test.
8. Performing the teaching and learning by using I Spy Game in the experimental class (8F) and Crossword Puzzle in the control class (8J).

The research procedure above, This research was held at the eighth grade of I Spy Game in the academic year of 2016/2017. In the research procedure the researcher did kind of activities based on the steps above, it made the researcher understand problem of the school and tried to solve the problem, especially in teaching vocabulary. The researcher did three times treatments for both of class.

The first meeting the students still confused about the game that researcher bought (I Spy Game) they still need full guided from the teacher, they still afraid in mentions something or afraid to do mistakens. The second meeting the students begin understand about I Spy game, but they still using kind of vocabulary just focus on the thing arround the class such as : pen, bag, book, whiteboard, chair, table, and etc. And the last meeting the students understand what they have to do in the game. The vocabulary more wide out of the class,

they used kinds of vocabulary such as the things in the kitchen, in the bedroom, in the bathroom, and etc. In the last meeting the students enjoyed the game and they felt freely in this area, they are not aware they are learning.

In control class, the researcher gave Crossword Puzzle, at the first meeting the student seem unenthusiastic because they are usually given Crossword Puzzle in Indonesia Language. Although in this session they seem afraid because the clues in Crossword Puzzle using English. The second meeting situation is not much different from previous one, but the students are already familiar with english questions of Crossword Puzzle. In the third meeting also the students were not enthusiastic with Crossword Puzzle, they looked bored with the game, it is seen from their answering from Crossword Puzzle questions are randomly.

9. Holding post-test in order to know students' vocabulary mastery after they had treatment.
10. Analyzing the data gotten from the post-test.
11. Testing the hypothesis and making conclusion.
12. Reporting result of the research.

This research was done in SMPN 12 Bandar Lampung. The class was taken by cluster random sampling. By doing this research, hopefully the school would know the information about the significant influence of using I Spy Game towards students' vocabulary mastery. And performed the teaching and learning by using I Spy Game

in the experimental class and Crossword Puzzle in the control class. The try out test in SMPN 12 Bandar Lampung was administered to 30 students and the try out was done on 20th January 2017. The try out was help to get the reliability test. If the test has been reliable, so the test was used to get data at SMPN 12 Bandar Lampung. After the researcher gained the data of SMPN 12 Bandar Lampung from try out, The researcher did distribution the test on February.

Analysis of the treatment got, based on the pre - test, it was found out that the students got difficulty when they learned vocabulary (see score of pre test in experimental class). This was because the teacher did not use effective and interesting techniques to teach vocabulary. Consequently, they got bored and found difficulties to understand. In other words, it can be said that they were not motivated to learn. After they got I Spy Game the students were motivated and got higher score in post test than in pre – test.

B. Analysis of Data

1. Result of Pre-Test

a. Result of Pre - Test of the Experimental Class

Before giving the treatment, the researcher gave the pre - test to the experimental class¹, with the following score:

¹Students' Pre-test in the Experimental Class, Unpublished

Table. 7
Score of Pre – Test of the Students' Vocabulary Mastery
in the Experimental Class

STUDENTS' CODE	SCORE X_1
8FA	50
8FB	50
8FC	60
8FD	40
8FE	45
8FF	80
8FG	35
8FH	60
8FI	65
8FJ	40
8FK	60
8FL	50
8FM	60
8FN	65
8FO	62.5
8FP	35
8FQ	70
8FR	55
8FS	50
8FT	35
8FU	40
8FV	50
8FW	55
8FX	40
8FY	40
8FZ	45
8FAA	40
8FAB	55
8FAC	40
8FAD	50
TOTAL	1522.5
LOWEST SCORE	35
HIGHEST SCORE	80
AVERAGE	50.75

Source: Students' Pre-test in the Experimental Class

b. Result of Pre - Test of the Control Class

Before giving the treatment, the researcher gave the pre - test to control class², with the following score:

Table. 8
Score of Pre – Test of the Students' Vocabulary Mastery
in the Control Class

STUDENTS	SCORE X₂
8JA	52.5
8JB	50
8JC	60
8JD	45
8JE	45
8JF	50
8JG	50
8JH	45
8JI	70
8JJ	35
8JK	50
8JL	60
8JM	70
8JN	60
8JO	70
8JP	50
8JQ	40
8JR	50
8JS	50
8JT	50
8JU	50
8JV	60
8JW	35
8JX	50
8JY	35
8JZ	40
8JAA	55
8JAB	50
8JAC	55
8JAD	45
TOTAL	1527.5
LOWEST SCORE	35
HIGHEST SCORE	70

²Students' Pre-test in the Control Class, Unpublished.

AVERAGE	50.92
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Source: Students' Pre-test in the Control Class

2. Result of Post - Test

a. Result of Post - Test of the Experimental Class

After giving the treatment, the researcher gave the post - test to experimental class³, with the following score:

Table. 9
Score of Post – Test of the Students' Vocabulary Mastery
in the Experimental Class

STUDENTS	SCORE X₁
8FA	65
8FB	55
8FC	72.5
8FD	80
8FE	75
8FF	92.5
8FG	65
8FH	85
8FI	80
8FJ	57.5
8FK	90
8FL	60
8FM	70
8FN	95
8FO	80
8FP	62.5
8FQ	90
8FR	60
8FS	87.5
8FT	70
8FU	75
8FV	65

³Students' Post-test in the Experimental Class, Unpublished.

8FW	80
8FX	85
8FY	57.5
8FZ	70
8FAA	67.5
8FAB	85
8FAC	77.5
8FAD	65
TOTAL	2220
LOWEST SCORE	55
HIGHEST SCORE	92.5
AVERAGE	74

Source: Students' Post-test in the Experimental Class

From the tables of pre – test and post-test in the experimental class, we can see the significant score of student in both of test. For example, student number five in pre-test he/she got 45 score, but in post-test he/she got 75. It means that the treatment that researcher used in the experimental class gave positive effect towards the score of post – test, because post-test is done after the class is given I Spy Game.

b. Result of Post - Test of Control Class

After giving the treatment, the researcher gave the post - test to control class⁴, with the following score:

Table. 10
Score of Post – Test of the Students' Vocabulary Mastery
in the Control Class

STUDENTS	SCORE X₂
8JA	57.5
8JB	47.5

⁴Students' Post-test in the Control Class, Unpublished.

8JC	70
8JD	45
8JE	50
8JF	55
8JG	42.5
8JH	50
8JI	70
8JJ	37.5
8JK	47.5
8JL	50
8JM	55
8JN	55
8JO	62.5
8JP	40
8JQ	55
8JR	60
8JS	50
8JT	62.5
8JU	55
8JV	50
8JW	57.5
8JX	60
8JY	35
8JZ	65
8JAA	60
8JAB	50
8JAC	55
8JAD	50
TOTAL	1600
LOWEST SCORE	35
HIGHEST SCORE	70
AVERAGE	53.33

Source: Students' Post-test in the Control Class

From the tables of pre – test and post-test in the control class, we can see the significant score of student in both of test. For example, student number five in pre-test he/she got 45 score, but in post-test he/she got 50. It means that the treatment that researcher used in the control class gave positive effect towards the score of post –

test, because post-test is done after the class is given Crossword Puzzle, but the score was not too high like post-test in experimental class.

3. Normality Test of Data

a. Normality Test of Experimental Class

Normality Test was used to know whether the data was normally distributed or not.

With the hypotheses are :

$H_o = \chi^2_{observed}$ is smaller than $\chi^2_{critical}$

$H_a = \chi^2_{observed}$ is higher than $\chi^2_{critical}$

The formula is :

$$\chi^2_{observed} = \sum_{cal=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Note :

O_i = Observed frequency

E_i = Expected frequency

From the result on the table of the score of the students' vocabulary mastery in the experimental class above, it was obtained the highest score was 95 and the lowest score was 55 from $n = 30$

The highest score : 95

The lowest score : 55

n : 30

Span : The highest score – the lowest score

$$: 95 - 55$$

$$: 40$$

$$\text{Interval Class (k)} : 1 + 3.3 \log n$$

$$: 1 + 3.3 \log 30$$

$$: 1 + 3.3 (1.47)$$

$$: 1 + 4.851$$

$$: 5.851 = 6$$

$$\begin{aligned} \text{Length of interval class(p)} &= \frac{R}{K} \\ &= \frac{40}{6} \\ &= 6.66 \\ &= 7 \end{aligned}$$

Table. 11
List of Distribution Frequency of Test Result of Experimental Class

SCORE	F _i	X _i	X _i ²	F _i . X _i	F _i . X _i ²
55 – 61	5	58	3364	290	16820
62 – 68	6	65	4225	390	25350
69 – 75	6	72	5184	432	31104
76 – 82	5	79	6241	395	31205
83 – 89	4	86	7396	344	29584
90 – 96	4	93	8649	372	34596
TOTAL	30			2223	168659

Source: Data Calculation

From table above, it is obtained:

$$\sum F_i = 30$$

$$\sum F_i . X_i = 2223$$

$$\sum F_i . X_i^2 = 168659$$

So it can be searched the average and standard deviation as follows:

$$\bar{X}_1 = \frac{\sum F_i X_i}{\sum F_i}$$

$$\bar{X}_1 = \frac{2223}{30}$$

$$\bar{X}_1 = 74.1$$

Deviation standard:

$$S_1^2 = \frac{n(\sum F_i X_i^2) - (\sum F_i X_i)^2}{n(n-1)}$$

$$S_1^2 = \frac{30 \times 168659 - (2223)^2}{30(30-1)}$$

$$S_1^2 = \frac{5059770 - 4941729}{30 \times 29}$$

$$S_1^2 = \frac{118041}{870}$$

$$S_1^2 = 135.67$$

$$S_1 = 11.64$$

The next step is determining the expected frequency (Ei) and observed frequency (Oi) as follows:

1. Delimitating the boundary of the class (X) by subtracting the lowest score in the class by 0.5.
2. Calculating Z for the boundary of class with the formula $Z = \frac{X - \bar{X}}{S}$
3. Calculating the width of interval class by seeing Z value list.
4. Calculating expected frequency (Ei) by diverting the width of each class with the amount of data, that is $E_i = L_i \cdot N$

In conclusion, from calculating with the formula above, we got the result as follows:

Table. 12
List of the Distribution of Expected and Observed Frequency of
Experimental Class

X	Z	Z_i	L	E_i	O_i
54.5	-1.68	0.4535	0.0936	2.80	5
61.5	-1.08	0.3599	0.1755	5.26	6
68.5	-0.48	0.1844	0.1366	4.09	6
75.5	0.12	0.0478	0.2164	6.49	5
82.5	0.72	0.2642	0.1424	4.27	4
89.5	1.32	0.4066	0.066	1.98	4
96.5	1.92	0.4726			

Source: Data Calculation

Determining $\chi^2_{observed}$ by using the following formula:

$$\chi^2_{observed} = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$$\chi^2_{observed} = \frac{(5 - 2.80)^2}{2.80} + \frac{(6 - 5.26)^2}{5.26} + \frac{(6 - 4.09)^2}{4.09} + \frac{(5 - 6.49)^2}{6.49} + \frac{(4 - 4.27)^2}{4.27} + \frac{(4 - 1.98)^2}{1.98}$$

$$\chi^2_{observed} = 1.72 + 0.10 + 0.89 + 0.34 + 0.01 + 2.06$$

$$\chi^2_{observed} = 5.12$$

The testing criterion is to reject H_0 if: $\chi^2_{observed} \geq \chi^2_{critical}$

$$\text{For } \alpha = 0.05 \rightarrow \chi^2_{critical} = \chi^2(1 - 0.05)(6 - 3)$$

$$= \chi^2(0.95)(3)$$

$$= 7.81$$

$$\text{For } \alpha = 0.01 \rightarrow \chi^2_{critical} = \chi^2(1 - 0.01)(6 - 3)$$

$$= \chi^2(0.99)(3)$$

$$= 11.3$$

It is seen that $\chi^2_{observed} < \chi^2_{critical}$, so H_0 is accepted which means that the data had normal distribution.

b. Normality Test of Control Class

From the test result on the table of the score of the students' vocabulary mastery in control class, it was obtained the highest score was 70 and the lowest score was 35 from $n = 30$.

Span : The highest score – the lowest score

$$: 70 - 35$$

$$: 35$$

Interval Class (k) : $1 + 3.3 \log n$

$$: 1 + 3.3 \log 30$$

$$: 1 + 3.3 (1.47)$$

$$: 1 + 4.851$$

$$: 5.851 = 6$$

$$\text{Length of interval class (P)} = \frac{R}{K}$$

$$= \frac{35}{6}$$

$$= 5.83$$

$$= 6$$

Then, the result above was included into table of list of frequency distribution as follow:

Table. 13
List of Distribution Frequency of Test Result of Control Class

SCORE	F_i	X_i	X_i^2	$F_i \cdot X_i$	$F_i \cdot X_i^2$
35 – 40	3	37.5	1406.25	112.5	4218.75
41 – 46	2	43.5	1892.25	87	3784.5
47 – 52	9	49.5	2450.25	445.5	22052.25
53 – 58	8	55.5	3080.25	444	24642
59 – 64	5	61.5	3782.25	307.5	18911.25
65 - 70	3	67.5	4556.25	202.5	13668.75
TOTAL	30			1599	87277.5

Source: Data Calculation

From table above, it is obtained:

$$\sum F_i X_i = 1599$$

$$\sum F_i X_i^2 = 87277.5$$

$$n_2 = 30$$

So it can be searched the average and standard deviation as follows:

$$\bar{X}_1 = \frac{\sum F_i X_i}{\sum F_i}$$

$$\bar{X}_1 = \frac{1599}{30}$$

$$\bar{X}_1 = 53.3$$

Standard deviation:

$$S_1^2 = \frac{n(\sum F_i X_i^2)(\sum F_i X_i)^2}{n(n-1)}$$

$$S_1^2 = \frac{30 \times 87277.5 - (1599)^2}{30(30-1)}$$

$$S_1^2 = \frac{2618325 - 2556801}{30 \times 29}$$

$$S_1^2 = \frac{61524}{870}$$

$$S_1^2 = 70.71$$

$$S_1 = 8.40$$

Table. 14
List of the Distribution of Expected and Observed Frequency of Control Class

X	Z	Z_i	L	E_i	O_i
34.5	-2.23	0.4871	0.0514	1.54	3
40.5	-1.52	0.4357	0.1476	4.42	2
46.5	-0.80	0.2881	0.2522	7.56	9
52.5	-0.09	0.0359	0.1932	5.79	8
58.5	0.61	0.2291	0.1791	5.37	5
64.5	1.33	0.4082	0.0711	2.13	3
70.5	2.04	0.4793			

Source: Data Calculation

Determining $\chi_{observed}^2$ by using the following formula:

$$\chi_{observed}^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

$$\chi_{observed}^2 = \frac{(3-1.54)^2}{1.54} + \frac{(2-4.42)^2}{4.42} + \frac{(9-7.56)^2}{7.56} + \frac{(8-5.79)^2}{5.79} + \frac{(5-5.37)^2}{5.37} + \frac{(3-2.13)^2}{2.13}$$

$$\chi_{observed}^2 = 1.38 + 1.32 + 0.27 + 0.84 + 0.02 + 0.35$$

$$\chi_{observed}^2 = 4.18$$

Testing Criterion : Reject H_0 if: $\chi^2_{observed} \geq \chi^2_{critical} (1-\alpha) (K-3)$

For the significance level of 5% ($\alpha = 0.05$), it is obtained:

$$\begin{aligned} \text{For } \alpha = 0.05 \rightarrow \chi^2_{critical} &= \chi^2 (1 - 0.05)(6 - 3) \\ &= \chi^2 (0.95)(3) \\ &= 7.81 \end{aligned}$$

For the significance level of 1% ($\alpha = 0.01$) obtained:

$$\begin{aligned} \text{For } \alpha = 0.01 \rightarrow \chi^2_{critical} &= \chi^2 (1 - 0.01)(6 - 3) \\ &= \chi^2 (0.99)(3) \\ &= 11.3 \end{aligned}$$

It is seen that $\chi^2_{observed} < \chi^2_{critical}$, so H_0 is accepted which means that the data had normal distribution.

4. Homogeneity Test of Variance

After population data had been proven that have normal distribution, so the researcher also conducted the test of homogeneity variance from both data with the following hypothesis formula:

$$H_o = \sigma_1^2 = \sigma_2^2 \text{ both data have the equality of variance}$$

$$H_a = \sigma_1^2 \neq \sigma_2^2 \text{ both data have different of variance}$$

Statistical formula used is :

$$F = \frac{\text{BiggestVariance}}{\text{SmallestVariance}}$$

$$F = \frac{135.67}{70.71}$$

$$F = 1.91$$

With the test criterion:

Reject H_0 if $F_{\text{observed}} \geq F_{(1-1/2\alpha)}$ with $n_1 + n_2 - 2$ and significance level 0.05 and 0.01.

For $\alpha = 0.05$, it is obtained $F_{\text{critical}} = F_{1/2, 0.05 (30 - 1, 30 - 1)}$

$$= F_{1/2, 0.05 (29, 29)}$$

$$= 1.85$$

For $\alpha = 0.01$, it is obtained $F_{\text{critical}} = F_{1/2, 0.01 (30-1, 30-1)}$

$$= F_{1/2, 0.01 (29, 29)}$$

$$= 2.41$$

F_{tab} at significance level of 0.05 is 1.85 and 0.01 is 2.41 since F_{observed} is less than F_{critical} , it means that the variance of the data in control class and experimental class are homogeneous.

5. Hypothetical Test

It was used to prove the hypotheses proposed by the researcher whether they were accepted or not by using t-test formula.

The formula of t-test is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

In which :

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Note :

- \bar{X}_1 = The average score of Experimental Class
- \bar{X}_2 = The average score of Control Class
- n_1 = The total of students of Experimental Class
- n_2 = The total of students of Control Class
- S_1^2 = The deviation of Experimental Class
- S_2^2 = The deviation of Control Class
- S = The combination deviation standard

From the calculation of normality test, it was obtained:

$$n_1 = 30$$

$$n_2 = 30$$

$$\bar{X}_1 = 74.1$$

$$\bar{X}_2 = 53.3$$

$$S_1^2 = 135.67$$

$$S_2^2 = 70.71$$

To test the hypothesis in this research, the researcher used a statistical formula of

t_{observed} as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

with

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(30 - 1)135.67 + (30 - 1)70.71}{30 + 30 - 2}$$

$$S^2 = \frac{29 \times 135.67 + 29 \times 70.71}{60 - 2}$$

$$S^2 = \frac{3934.43 + 2050.59}{58}$$

$$S^2 = \frac{1883.84}{58}$$

$$S^2 = 32.48$$

$$S = 5.69$$

After standard deviation was found, the researcher calculated them into t-test as follow:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{74.1 - 53.31}{5.69 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$t = \frac{20.8}{5.69 \sqrt{0.033 + 0.033}}$$

$$t = \frac{20.8}{5.69 \sqrt{0.066}}$$

$$t = \frac{20.8}{5.69 \times 0.256}$$

$$t = \frac{20.8}{1.45}$$

$$t = 14.34$$

The hypothesis are :

$H_0 : \mu_1 = \mu_2$ (There is no influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017)

$H_a : \mu_1 \neq \mu_2$ (There is influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017)

Test criterion:

H_0 is accepted if $-t_{(1-1/2\alpha)} < t < t_{(1-1/2\alpha)}$, besides that H_0 is refused. The t_{observed} that is obtained above, then consulted into the students distribution list. From the distribution list with $df = 60$ obtained the $t_{\text{critical } t_{0.95}}$ or significance level of 5% is equal to 2.00. And $t_{\text{critical } t_{0.99}}$ or significance level of 1% is equal to 2.66.

According to the good examination criterion for the significance level of 5% and 1%, the writer concluded that there is influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017.

D. Discussion

Based on the preliminary research at SMPN 12 Bandar Lampung, by interviewing the English teacher there, the researcher found that most of students still have low score

on vocabulary and the students also got difficulties in doing tests. The researcher got that there were more students who got lower scores or got scores below the criteria of minimum mastery (KKM) of the school.

Furthermore, the researcher interviewed the students to know the teacher's technique to teach vocabulary. It was informed that the teacher usually uses crossword puzzle technique only, so that students got bored of the lesson and it not feel enthusiastic with the lesson. And the kind of teaching English media or aids of teaching learning process is still limited. So, it makes the motivation of students to study is low. And the teacher is using the same technique in teaching English in English class, it makes the situation of class is boring, it made students falling asleep⁵.

Many techniques can be applied in teaching English vocabulary. In this chance, the researcher chose I Spy Game in teaching English vocabulary for Junior High School students. By using this technique, students are supposed to be able to know the meaning of some vocabularies that appeared from I Spy Game. By using this technique the researcher supposed that the teaching learning process in the classroom can be interesting and enjoyable.

Based on the research that the researcher has done, she concluded that the students could communicate well because the students could focus in learning process. In this research, I Spy Game is suitable aid in teaching new vocabulary, because I Spy Game

⁵ Ferry Adenan, *Puzzles and Games for Students of IKIP*, Yogyakarta, Kanisius, 1983, p.10

arise the students' interest and challenge their ability, so that they will study enthusiastically. I Spy Game made students freely in choosing their words, and they were not tied of teacher's instructions. It is students' learning centred. I Spy Game can help the students how to speculate and getting rid of students' tediousness and boredom. It makes the students from falling asleep. It can be seen from the average score of post-test in the experimental class (74) and the average score in control class (53.3). We can see the significant score of student in both of pre - test. It means that the treatment that researcher used in the experimental class gives positive effect towards the score, because post-test is done after the class is given I Spy Game.

Based on the calculation, it was found that $t_{\text{observed}} = 14.34$ from the distribution list with $df = 60$ obtained the $t_{\text{critical } t_{0.95}}$ or significance level of 5% is equal to 2.00. And $t_{\text{critical } t_{0.99}}$ or significance level of 1% is equal to 2.66. So the researcher concluded that there is influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017. It can be concluded that the average score of the students' vocabulary mastery who were taught by using I Spy Game (74) is higher than those who were taught by using Crossword Puzzle (53.33).

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the result of research entitled "The Influence of I Spy Game towards Students' Vocabulary Mastery at The Second Semester of The Eighth Grade of SMPN 12 Bandar Lampung in The Academic Year of 2016/2017", the researcher makes the conclusions as follows:

"There is influence of I Spy Game towards students' vocabulary mastery at the second semester of the eighth grade of SMPN 12 Bandar Lampung in 2016/2017". It can be seen from the calculation, it was found that $t_{\text{observed}} = 14.34$ from the distribution list with $df = 60$ obtained the $t_{\text{critical } 0.95}$ or significance level of 5% is equal to 2.00. And $t_{\text{critical } 0.99}$ or significance level of 1% is equal to 2.66.

5.2 Suggestion

Based on the research finding, the researcher can give suggestions as follow:

1. English teacher is suggested to use I Spy Game as an alternative technique in teaching English in order to help the students in mastering vocabulary.
2. It is suggested for the English teacher to use I Spy Game because it gives variation in carrying out the materials in order to avoid students' boredom in learning vocabulary.



I spy nouns

This lesson will introduce students to nouns. The lesson will begin with a game of "I Spy." This game will help students to understand that nouns are things that can be seen and touched. Then the students will make lists of people, places, and things.

A lesson plan for grade 1 English Language Arts

By [Beth Edmonds](#)

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- [Leapin' leprechauns](#): This lesson will allow first graders to use their imagination while practicing newly learned writing skills. The end product will be wonderfully creative leprechaun stories.
- [To be or not to be a noun](#): This lesson teaches students to categorize nouns as persons, places, or things. This lesson also teaches students to distinguish nouns from other words in phrases and sentences.
- [Discovering just the right word](#): Precise word choice helps show the reader a story and not just tell a story. The purpose of this series of lessons is to help students improve their writing style by strengthening word choice at the word and sentence level by adding adverbs, precise verbs, and specific nouns.

Related topics

- Learn more about [language arts](#), [nouns](#), [parts of speech](#), [thinking skills](#), and [writing](#).

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Learning outcomes

Students will:

- The learner will participate in a game of “I Spy.”
- explain that a noun is a person, place or thing.
- identify a noun as a person, place or thing.
- make a list of nouns (people, places, things).

Teacher planning

Time required for lesson

50 Minutes

Materials/resources

- 1 sheet of paper for each student
- pencils
- timer

Pre-activities

Have the whole class participate in a game of “I Spy.” Start the game by explaining that you are going to choose something in the classroom. You are not going to tell anyone what object you selected. The students will ask questions one at a time, such as: Is it red? Can a person sit in it? Does it have legs? etc. The first student who guesses the object will get to come up next. He/She will choose an object in the classroom and say “I spy an object in the room.” The game will continue until you decide to end it. Try to give as many students as possible the chance to be the “spy.”

Activities

1. Tell the students that the objects that were spied in the room are nouns. Explain that nouns are people, places or things. Call out some nouns and have the students say whether the noun is a person, place, or thing. For example, you could call out the following nouns: television, tree, North Carolina, teacher, chair, library, grandmother, lizard.

2. For a written activity, have students fold a sheet of paper into thirds. Tell students to write the word “People” at the top of the first section. Set a timer for 2 minutes and have students write the names of people at their school (Chelsea, Tyler, Mrs. Edmonds, etc.) Write as many as they can during the time period. Encourage students to use temporary spelling if necessary.
3. In the second section of the paper, have students write “Places” at the top. Set the timer for 2 minutes and have students write the names of places in their community (Pizza Hut, library, etc.) or places they would like to visit. Use temporary spelling.
4. In the third section, have students write “Things” at the top. Set the timer for 2 minutes and have students write the names of things they would like to get for their birthday. Use temporary spelling.
5. Have students share their lists with other students. Ask several students to tell the rest of the class the most unusual noun that someone shared with them.

Assessment

The students’ understanding of nouns can be assessed during the written activity. First, check to see whether each student can generate a list of nouns. Second, check to see whether students can identify the nouns as a person, place, or thing.

Students can be assessed the day after this lesson was taught. Students can draw a picture and label all of the nouns in the drawing.

• Common Core State Standards

- English Language Arts (2010)

- Language

- Grade 1

- 1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 1.L.1.1 Print all upper- and lowercase letters. 1.L.1.2 Use common, proper, and possessive nouns. 1.L.1.3 Use singular and plural nouns with matching...

North Carolina curriculum alignment

English Language Arts (2004)

Grade 1

- **Goal 4:** The learner will apply strategies and skills to create oral, written, and visual texts.
 - **Objective 4.06:** Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).

Teaching and Learning From the UNC School of Education

<http://www.learnnc.org/lp/pages/3918>

“What do I spy?” classroom activity

7 June 2012 by [Oxford University Press ELT](#) [1 Comment](#)

This activity has been taken from [Vocabulary Activities](#), part of the [Oxford Basics for Children](#) series, and is intended for young learners age 7-12. The vocabulary activities in the book are based on the idea that children apply many of the same skills they used for acquiring their first language when they are learning a second language.

Activity (10-15 mins)

1. Tell your class that you're going to describe six different items in the classroom. Tell them the shape, colour and size of each item. They have to guess what you're describing. Say this short rhyme before you describe each item:

*What do I spy? What do I spy?
Way down low or way up high.
Can you tell me what I see?
It's near you and it's near me.
...
It's in this room.
It's small and round and red.
What is it?*

2. When your learners want to answer, they should raise their hands.

OK... Do you know what I'm describing... Yes, you have your hand up... The pencil sharpener on my desk?... Yes, that's right!... Well done.

3. When your learners have guessed all six items, ask them to get into small groups. Tell them to pick four things and prepare to answer questions from the other groups, as well as to guess what the other group's objects are.
4. When they are ready, tell them that:
 - each group has to say the rhyme before they give the clues
 - the group that guesses the correct object goes next
 - if no-one guesses the object from the size, shape, or colour, the group can give extra clues.

Variations

Ask your learners to give more clues in their first description. For example, they could say:

- what something is made of: *It's made of wool, It's made of plastic, etc.*
- what it is used for: *You drink water from it, You cut paper with them, etc.*
- what sound the name in English starts with: *It starts with 'sh'.*

Pronunciation

Practise the stress pattern in the rhyme:

WHAT do I **SPY**?
WAY down **LOW**
Or **WAY** up **HIGH**

And in descriptive phrases, such as:

It's **ROUND** and **YELL**ow.
It's **BIG** and **SQUARE** and **BROWN**.

Follow-Up Suggestion

Let your learners draw something they like and keep their drawings for the next time you do this activity. You can then ask learners to describe the objects in the pictures for the class to guess.

<http://oupeltglobalblog.com/2012/06/07/what-do-i-spy-classroom-activity/>

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS KONTROL 1

SMP/MTS	: SMPN 12 Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: tulis fungsional
Tema	: <i>Flora and Fauna</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Menerjemahkan kosakata bahasa Inggris ke bahasa Indonesia
- Mengerti arti dari kosakata yang terdapat dalam terjemahan
- Menulis kalimat dengan menggunakan kosakata yang telah dipelajari

2. Indikator :

Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.

❖ Karakter siswa yang diharapkan :

berani (brave)

Rasa hormat dan perhatian (*respect*)

Tekun (*diligence*)

3. Materi Pembelajaran

Tema Flora and Fauna

Stem, seed, change, blooms, wild, new, zoo, chlorophyl, watering, planting, fresh, botanical garden, root, leaf, tame

4. Metode Pembelajaran: Crossword Puzzle

5. Langkah-langkah Kegiatan

Pertemuan pertama, kedua

A. Kegiatan Pendahuluan

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

- ☞ Guru menerangkan tema atau topik pelajaran.
- ☞ Guru membagi siswa menjadi dua kelompok
- ☞ Guru memberikan lembar kerja yang berisikan Crossword Puzzle berbahasa Inggris kepada kedua kelompok tersebut.
- ☞ Guru memerintahkan kepada siswa untuk mengerjakan Crossword Puzzle tersebut.
- ☞ Guru memberikan score pada tiap kelompok yang berhasil Crossword Puzzle dengan benar.
- ☞ Diakhir, guru memerintahkan siswa untuk membuat kalimat dengan menggunakan kata-kata yang mereka temukan dalam Crossword Puzzle tersebut.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

Buku teks yang relevan.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.	Tes tertulis	PG	<i>a. Choose the right answer a, b, c, or d!</i>

a. Instrumen:

Choose the right answer a,b,c, or d!

1. The ... under the ground helps the plants stand firmly.
 - a. stem
 - b. root
 - c. leaf
 - d. branch
2. During the process of photosynthesis, the leaves ... water and minerals into carbohydrates and oxygen.
 - a. waste
 - b. reduce
 - c. change
 - d. lend
3. The giant Rafflesia ... its flower only once a year.
 - a. plants
 - b. blooms
 - c. brings
 - d. takes
4. Elephant, lion, and crocodile are the ... animals.
 - a. tame
 - b. wild
 - c. pet
 - d. good
5. "The most suitable place for the animals is the ..."
I suggest to my classmates.
 - a. zoo
 - b. mall
 - c. museum
 - d. botanical garden

b. Pedoman Penilaian

Nilai maksimal masing-masing soal = 2,5

Nilai maksimal = $40 \times 2,5 = 100$

Nilai perolehan = jumlah benar $\times 2,5$

Bandar Lampung, Januari 2017
Peneliti,

Syukron Detia

Appendix 9

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS KONTROL 2

SMP/MTS	: SMPN 12 Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: tulis fungsional
Tema	: <i>Travel</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Menerjemahkan kosakata bahasa Inggris ke bahasa Indonesia
- Mengerti arti dari kosakata yang terdapat dalam terjemahan
- Menulis kalimat dengan menggunakan kosakata yang telah dipelajari

2. Indikator :

Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.

- ❖ **Karakter siswa yang diharapkan :**
- berani (*brave*)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)

3. Materi Pembelajaran

Tema Travel

Bungalow, suitcase, famous, tend, compass, swimming, ferry, amazing, crowded, postoffice, sweater, sun block, mountaint, accomodation.

4. Metode Pembelajaran: Crossword Puzzle

5. Langkah-langkah Kegiatan

Pertemuan pertama, kedua

A. Kegiatan Pendahuluan

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

- ☞ Guru menerangkan tema atau topik pelajaran.
- ☞ Guru membagi siswa menjadi dua kelompok
- ☞ Guru memberikan lembar kerja yang berisikan Crossword Puzzle berbahasa Inggris kepada kedua kelompok tersebut.
- ☞ Guru memerintahkan kepada siswa untuk mengerjakan Crossword Puzzle tersebut.
- ☞ Guru memberikan score pada tiap kelompok yang berhasil Crossword Puzzle dengan benar.
- ☞ Diakhir, guru memerintahkan siswa untuk membuat kalimat dengan menggunakan kata-kata yang mereka temukan dalam Crossword Puzzle tersebut.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

Buku teks yang relevan.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.	Tes tertulis	PG	<i>b. Choose the right answer a, b, c, or d!</i>

a. Instrumen:

Choose the right answer a,b,c, or d!

1. These are some kinds of transportation, except ...
 - a. train
 - b. bungalow
 - c. ferry
 - d. van

 2. The tourists are ... in the beach. They are wearing bikini at the beach.
 - a. washing
 - b. cooking
 - c. singing
 - d. swimming

 3. At that time the weather was really friendly so I went to Maribaya to have a rest. The synonym of underlined word is
 - a. badly
 - b. fine
 - c. lightening
 - d. foggy

 4. When vacationing to Europe on winter, we need to bring ...
 - a. shorts
 - b. sweater
 - c. Sun glasses
 - d. sun block

 5. "I can walk to go to the zoo from my hotel. Because it is
 - a. far
 - b. frightening
 - c. near
 - d. boring
- b. Pedoman Penilaian
- Nilai maksimal masing-masing soal = 2,5
- Nilai maksimal = $40 \times 2,5 = 100$
- Nilai perolehan = jumlah benar $\times 2,5$

Bandar Lampung, Januari 2017
Peneliti,

Syukron Detia

Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS KONTROL 3

SMP/MTS	: SMPN 12 Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: tulis fungsional
Tema	: <i>Health</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Menerjemahkan kosakata bahasa Inggris ke bahasa Indonesia
- Mengerti arti dari kosakata yang terdapat dalam terjemahan
- Menulis kalimat dengan menggunakan kosakata yang telah dipelajari

2. Indikator :

Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.

- ❖ **Karakter siswa yang diharapkan :**
- berani (*brave*)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)

3. Materi Pembelajaran

Tema Health

Fresh water, medicine, examine, good, pale, accurately, oculist, dentist, fever, malaria, check up, quite, hospital.

4. Metode Pembelajaran: Crossword Puzzle

5. Langkah-langkah Kegiatan

Pertemuan pertama, kedua

A. Kegiatan Pendahuluan

Motivasi :

- i. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

- ☞ Guru menerangkan tema atau topik pelajaran.
- ☞ Guru membagi siswa menjadi dua kelompok
- ☞ Guru memberikan lembar kerja yang berisikan Crossword Puzzle berbahasa Inggris kepada kedua kelompok tersebut.
- ☞ Guru memerintahkan kepada siswa untuk mengerjakan Crossword Puzzle tersebut.
- ☞ Guru memberikan score pada tiap kelompok yang berhasil Crossword Puzzle dengan benar.
- ☞ Diakhir, guru memerintahkan siswa untuk membuat kalimat dengan menggunakan kata-kata yang mereka temukan dalam Crossword Puzzle tersebut.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

Buku teks yang relevan.

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.	Tes tertulis	PG	<i>c. Choose the right answer a, b, c, or d!</i>

a. Instrumen:

Choose the right answer a,b,c, or d!

1. Patient : I've got injured in my chest and a headache, Doctor.
Doctor : Please lie down. I'll ... you.
a. visit c. catch
b. drink d. examine
 2. If you feel sick you on your eyes you can go to the ...
a. dentist c. surgery
b. oculist d. nurse
 3. is the disease which is caused of the bit of mosquito.
a. Cancer c. Dysentery
b. Toothache d. Malaria
 8. "I will show you how to go to the hospital accurately".
Accurately means
a. exactly b. interesting
c. comfortable d. easily
 5. The patient have to check up his healthly regularly. The underlined word synonym is ...
a. check out c. examine
b. look for d. check in
- b. Pedoman Penilaian
- Nilai maksimal masing-masing soal = 2,5
- Nilai maksimal = $40 \times 2,5 = 100$
- Nilai perolehan = jumlah benar $\times 2,5$

Bandar Lampung, Januari 2017
Peneliti,

Syukron Detia

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS EXPERIMENTAL 1

SMP/MTS	: SMPN 12 Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: tulis fungsional
Tema	: <i>Flora and Fauna</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Memahami permainan I Spy Game
- Mengerti arti dari kosakata yang terdapat dalam permainan I Spy Game
- Menulis kalimat dengan menggunakan kosakata yang telah dipelajari

1. Indikator :

Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.

❖ Karakter siswa yang diharapkan :

berani (*brave*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

2. Materi Pembelajaran

Tema Flora and Fauna

Kata kata yang akan muncul pada tema Flora and Fauna adalah sebagai berikut :

Stem, seed, change, blooms, wild, new, zoo, chlorophyl, watering, planting, fresh, botanical garden, root, leaf, tame

3. Metode Pembelajaran: I Spy Game

4. Langkah-langkah Kegiatan

Pertemuan pertama, kedua

A. Kegiatan Pendahuluan

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

- ☞ Guru menerangkan cara permainan I spy Game kepada siswa.
- ☞ Permainan di mulai dengan melontarkan pertanyaan contohnya “*I Spy with my little eyes something beginning with (D)*”
- ☞ Secara individual menjawab pertanyaan guru, contohnya: Door, Desk, Drawing, etc.
- ☞ Siswa yang tidak dapat menjawab diberikan hukuman positif contoh : bernyanyi
- ☞ Diakhir, guru memerintahkan siswa untuk membuat kalimat dengan menggunakan kata- kata yang mereka temukan dalam permainan tersebut.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

- Buku teks yang relevan.
- Flashcard

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.	Tes tertulis	PG	<i>a. Choose the right answer a, b, c, or d!</i>

a. Instrumen:

Choose the right answer a,b,c, or d!

1. The ... under the ground helps the plants stand firmly.
 - a. stem
 - b. root
 - c. leaf
 - d. branch

2. During the process of photosynthesis, the leaves ... water and minerals into carbohydrates and oxygen.
 - a. waste
 - b. reduce
 - c. change
 - d. lend

3. The giant Rafflesia ... its flower only once a year.
 - a. plants
 - b. blooms
 - c. brings
 - d. takes

4. Elephant, lion, and crocodile are the ... animals.
 - a. tame
 - b. wild
 - c. pet
 - d. good

5. "The most suitable place for the animals is the ..."
I suggest to my classmates.
 - a. zoo
 - b. mall
 - c. museum
 - d. botanical garden

- b. Pedoman Penilaian
 Nilai maksimal masing-masing soal = 2,5
 Nilai maksimal = $40 \times 2,5 = 100$
 Nilai perolehan = jumlah benar $\times 2,5$

Bandar Lampung, Januari 2017
Peneliti,

Syukron Detia

Appendix 6

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS EXPERIMENTAL 2

SMP/MTS	: SMPN 12 Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: tulis fungsional
Tema	: <i>Travel</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Memahami permainan I Spy Game
- Mengerti arti dari kosakata yang terdapat dalam permainan I Spy Game
- Menulis kalimat dengan menggunakan kosakata yang telah dipelajari

2. Indikator :

Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.

❖ Karakter siswa yang diharapkan :

berani (*brave*)
Rasa hormat dan perhatian (*respect*)
Tekun (*diligence*)

3. Materi Pembelajaran

Tema Travel

Kata kata yang akan muncul pada tema Travel adalah sebagai berikut :

Bungalow, suitcase, famous, tend, compass, swimming, ferry, amazing, crowded, postoffice, sweater, sun block, mountaint, accomodation.

4. Metode Pembelajaran: I Spy Game

5. Langkah-langkah Kegiatan

Pertemuan pertama, kedua

A. Kegiatan Pendahuluan

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

- ☞ Guru menerangkan cara permainan I spy Game kepada siswa.
- ☞ Permainan di mulai dengan melontarkan pertanyaan contohnya *“I Spy with my little eyes something beginning with (D)”*
- ☞ Secara individual menjawab pertanyaan guru, contohnya: Door, Desk, Drawing, etc.
- ☞ Siswa yang tidak dapat menjawab diberikan hukuman positif contoh : bernyanyi
- ☞ Diakhir, guru memerintahkan siswa untuk membuat kalimat dengan menggunakan kata- kata yang mereka temukan dalam permainan tersebut.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- Buku teks yang relevan.
- Flashcard

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.	Tes tertulis	PG	<i>b. Choose the right answer a, b, c, or d!</i>

a. Instrumen:

Choose the right answer a,b,c, or d!

1. These are some kinds of transportation, except ...
 - a. train
 - b. bungalow
 - c. ferry
 - d. van
 2. The tourists are ... in the beach. They are wearing bikini at the beach.
 - a. washing
 - b. cooking
 - c. singing
 - d. swimming
 3. At that time the weather was really friendly so I went to Maribaya to have a rest. The synonym of underlined word is
 - a. badly
 - b. fine
 - c. lightening
 - d. foggy
 4. When vacationing to Europe on winter, we need to bring ...
 - a. shorts
 - b. sweater
 - c. Sun glasses
 - d. sun block
 5. "I can walk to go to the zoo from my hotel. Because it is
 - a. far
 - b. frightening
 - c. near
 - d. boring
- b. Pedoman Penilaian
- Nilai maksimal masing-masing soal = 2,5
- Nilai maksimal = $40 \times 2,5 = 100$
- Nilai perolehan = jumlah benar $\times 2,5$

Bandar Lampung, Januari 2017
Peneliti,

Syukron Detia

Appendix 7

RENCANA PELAKSANAAN PEMBELAJARAN RPP KELAS EXPERIMENTAL 3

SMP/MTS	: SMPN 12 Bandar Lampung
Kelas/Semester	: VIII (Delapan) / 2
Standar Kompetensi	: 6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> , dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: 6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
Jenis teks	: tulis fungsional
Tema	: <i>Health</i>
Aspek/Skill	: Menulis
Alokasi Waktu	: 2 x 40 menit (1 x pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Memahami permainan I Spy Game
- Mengerti arti dari kosakata yang terdapat dalam permainan I Spy Game
- Menulis kalimat dengan menggunakan kosakata yang telah dipelajari

2. Indikator :

Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.

- ❖ **Karakter siswa yang diharapkan :**
- berani (*brave*)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)

3. Materi Pembelajaran

Tema Health

Kata kata yang akan muncul pada tema Health adalah sebagai berikut :

Fresh water, medicine, examine, good, pale, accurately, oculist, dentist, fever, malaria, check up, quite, hospital.

4. Metode Pembelajaran: I Spy Game

5. Langkah-langkah Kegiatan

Pertemuan pertama, kedua

A. Kegiatan Pendahuluan

Motivasi :

- i. Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa

B. Kegiatan Inti

- ☞ Guru menerangkan cara permainan I spy Game kepada siswa.
- ☞ Permainan di mulai dengan melontarkan pertanyaan contohnya “*I Spy with my little eyes something beginning with (D)*”
- ☞ Secara individual menjawab pertanyaan guru, contohnya: Door, Desk, Drawing, etc.
- ☞ Siswa yang tidak dapat menjawab diberikan hukuman positif contoh : bernyanyi
- ☞ Diakhir, guru memerintahkan siswa untuk membuat kalimat dengan menggunakan kata- kata yang mereka temukan dalam permainan tersebut.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

6. Sumber belajar

- a. Buku teks yang relevan.
- b. Flashcard

7. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
Menjawab pertanyaan dengan benar berdasarkan pilihan yang disediakan.	Tes tertulis	PG	<i>c. Choose the right answer a, b, c, or d!</i>



Appendix 11

VOCABULARY TEST PRE - TEST

Subject : English
 Subject Matter : Vocabulary
 Level : SMP
 Class / Semester : VIII / II
 Time : 60 Minutes

1. The ... under the ground helps the plants to get the water.
 - a. stem
 - b. root
 - c. leaf
 - d. branch
2. "The most suitable place for the plants is the ..."
 I suggest to my classmates.
 - a. swimming pool
 - b. sea
 - c. beach
 - d. botanical garden
3. These are some kinds of accomodation, except ...
 - a. bungalow
 - b. inn
 - c. ferry
 - d. Villa
4. If we want to have vacation, which items do we need?
 - a. Necklace and bracelet
 - b. Suitcase and money
 - c. Flour and eggs
 - d. Pencil and paper
5. Which one is considered unhealthy drink?
 - a. juice
 - b. fresh water
 - c. milk
 - d. cola
6. Which one is considered healthy food?
 - a. Pizza
 - b. chips
 - c. vegetables
 - d. French fries
7. During the process of photosynthesis, the leaves ... water and minerals from the root.
 - a. waste
 - b. reduce
 - c. get
 - d. lend
8. The giant Rafflesia ... flower only once a year.
 - a. plants
 - b. has
 - c. brings
 - d. takes
9. The tourists are ... in the beach. They are putting up camps and the others are swimming at the beach.
 - a. sun bathing
 - b. cooking
 - c. singing
 - d. Sleeping

10. The real bridge was constructed in 1916 by Pakiah Sokan.
Constructed has the same meaning as
a. made c. damaged
b. rebuilt d. repaired
11. Food ... us energy to do our daily activities.
a. takes c. supports
b. shows d. provides
12. A : Wait, I got a headache.
B : Well, you should have a rest then.
a. have c. brought
b. took d. slept
13. Cat, dog, and chicken are the ... animals.
a. tame c. bad
b. wild d. good
14. The fruits cover the seeds and the seeds will grow to new plants, the antonym of old is.....
a. old c. young
b. good d. bad
15. At that time the weather was really agreeable so I went to Maribaya to have a rest. The synonym of underlined word is
a. badly c. lightening
b. fine d. foggy
16. She has much trouble when she tries to speak English in travelling. The synonym of underlined word is
a. easy c. hard
b. difficulty d. shy
17. Doctor : Good evening, Sir. What can I do for you?
Patient : I am not feeling happy Doctor. The antonym of happy is
a. enjoy c. sad
b. good d. bad
18. Abdul Muluk Hospital is the largest hospital in Lampung.
The opposite of underlined word is
a. longest c. shortest
b. fewest d. smallest
19. You may sit in this botanical garden whatever you like. The synonym of the underlined word is
a. everywhere c. anywhere
b. somewhere d. here

20. The Bogor Botanical Garden is open every day.
The underlined word the same meaning with ...
a. early c. annual
b. each day d. weekly
21. The requirement to join the travelling program is can speak English fluently. The synonym of fluently is
- a. calmly c. slowly
b. easily d. softly
22. The new young married couple live ... in their small cottage.
a. quckly c. happily
b. fast d. hard
23. “ We rarely get sick in this season.
The antonym of the underlined word is
a. often c. seldom
b. sometimes d. always
24. My father subscribes ... plants magazine. I can get and read magazine every monday.
a. daily c. mountly
b. weekly d. annual
25. “The most suitable place for the plants is the ...”
I suggest to my classmates.
a. zoo c. museum
b. mall d. botanical garden
26. The green colour of the leave is because of the ...
a. oxygen c. water
b. minerals d. chlorophyl
27. Examples of some places that people can visit during their vacation are as follows, except ...
a. museums c. police stations
b. historical sites d. shopping arcades
28. When vacationing to Europe on summer, we need to bring ...
a. rain coat c. gloves
b. sweater d. sun block
29. If you feel sick you on your teeth you can go to the ...
a. dentist c. surgery
b. oculist d. nurse
30. is the disease which is caused of the bit of mosquito.
a. Cancer c. Dysentery
b. Toothache d. Blood Fever

31. I always watering my the garden every morning in order my plants
 a. washing c. growing up
 b. frying d. boiling
32. My mother is ... a lily in the vase.
 a. cooking c. baking
 b. planting d. shopping
33. I am sorry, Bill. I could not ... your invitation to go to the beach. I was sick.
 a. fulfill c. reject
 b. accept d. make
34. Cameras to ... a picture of a certain event.
 a. protect c. make
 b. pull d. bring
35. The patient have to ... his healthy regularly.
 a. check out c. check up
 b. look for d. check in
36. If you want to meet the the doctor you can *call* on 8802309.
 The Italic word means
 a. ask c. phone
 b. tell d. join
37. Mother usually keeps her fruits and vegetables in the refrigerator to keep them ... and healthy.
 a. lot c. fresh
 b. little d. ripen
38. Ragunan is well known as the zoo in Indonesia.
 The synonym of the underlined word is
 a. famous c. well
 b. bad d. interesting
39. "This place is so impressive".
 Impressive means
 a. beautiful b. interesting
 c. comfortable d. Unforgettable
40. Stt, be quite the operation is running in this room. The underlined word the same meaning with ...
 a. not noisy b. serious
 c. quick d. diligent



GOOD LUCK



KEY ANSWER OF VOCABULARY PRE – TEST

1. B	11. D	21. B	31. C
2. D	12. A	22. C	32. B
3. B	13. B	23. A	33. B
4. C	14. A	24. C	34. A
5. D	15. B	25. D	35. C
6. A	16. A	26. D	36. C
7. C	17. C	27. D	37. B
8. B	18. C	28. B	38. D
9. D	19. A	29. A	39. A
10. C	20. B	30. D	40. A



Appendix 12

VOCABULARY TEST POST - TEST

Subject : English
 Subject Matter : Vocabulary
 Level : SMP
 Class / Semester : VIII / II
 Time : 60 Minutes

1. The ... under the ground helps the plants stand firmly.
 a. stem c. leaf
 b. root d. branch
2. When you open the fruit, you will see the hard ...inside.
 a. leaf c. flower
 b. branch d. Seed
3. These are some kinds of transportation, except ...
 a. train c. ferry
 b. bungalow d. van
4. If we want to have go, which camping which tems do we need?
 a. Tend and compass c. Stove and pan
 b. Suitcase and money d. Pencil and paper
5. Which one is considered healthy drink?
 a. cola c. beer
 b. fresh water d. coffee
6. If you feel sick you should take the ... once a day.
 a. medicine c. prescription
 b. doctor d. bandage
7. During the process of photosynthesis, the leaves ... water and minerals into carbohydrates and oxygen.
 a. waste c. change
 b. reduce d. lend
8. The giant Rafflesia ... its flower only once a year.
 a. plants c. brings
 b. blooms d. takes

9. The tourists are ... in the beach. They are wearing bikini at the beach.
 a. washing c. singing
 b. cooking d. swimming
10. Many tourist attractions are destroyed by an earthquake in Nepal.
 Destroyed has the same meaning as
 a. made c. damaged
 b. rebuilt d. repaired
11. Patient : I've got injured in my chest and a headache, Doctor.
 Doctor : Please lie down. I'll ... you.
 a. visit c. catch
 b. drink d. examine
12. A : Wait, I have ... a headache.
 B : Well, you should have a rest then.
 a. got c. brought
 b. took d. slept
13. Elephant, lion, and crocodile are the ... animals.
 a. tame c. pet
 b. wild d. good
14. The fruits cover the seeds and the seeds will grow to ... plants.
 a. old c. new
 b. good d. bad
15. At that time the weather was really friendly so I went to Maribaya to have a rest. The synonym of underlined word is
 a. badly c. lightening
 b. fine d. foggy
16. She speaks English fluently as the guide in travelling. The synonym of underlined word is
 a. easy c. hard
 b. difficulty d. shy
17. Doctor : Good evening, Sir. What can I do for you?
 Patient : I am not feeling happy Doctor.
 a. enjoy c. happy
 b. good d. bad
18. Tommy : Hello, Dewi
 Dewi : Hello, Tommy. Your face look so ..., what's wrong with you.
 Tommy : I've been ill since last Wednesday.
 a. strong c. pale
 b. happy d. weak

19. The Animals in the zoo is very enchanting visitors.
The synonym of underlined word is
- | | |
|------------|-----------|
| a. amazing | c. sleepy |
| b. boring | d. tiring |
20. The Bogor Botanical Garden is open every day.
The underlined word the same meaning with ...
- | | |
|----------|-----------|
| a. early | c. annual |
| b. daily | d. weekly |
21. The scenery is very beautiful in this tourist sites. So, he drove ... to enjoy the view.
- | | |
|-------------|-----------|
| a. rudely | c. slowly |
| b. fluently | d. softly |
22. The museum is very ... in the holiday season.
- | | |
|----------|------------|
| a. quite | c. crowded |
| b. fast | d. hard |
23. "I will show you how to go to the hospital accurately".
Accurately means
- | | |
|----------------|----------------|
| a. exactly | b. interesting |
| c. comfortable | d. easily |
24. My Her legs are weak so she walks very ...
- | | |
|--------------|-----------|
| a. seriously | b. fastly |
| c. slowly | d. easily |
25. "The most suitable place for the animals is the ..."
I suggest to my classmates.
- | | |
|---------|---------------------|
| a. zoo | c. museum |
| b. mall | d. botanical garden |
26. The colour of chlorophyll from the leave is ...
- | | |
|-----------|----------|
| a. blue | c. white |
| b. yellow | d. green |
27. Examples of some places that people can visit during their vacation are as follows, except ...
- | | |
|----------|----------------|
| a. zoo | c. village |
| b. beach | d. post office |
28. When vacationing to Europe on winter, we need to bring ...
- | | |
|------------|----------------|
| a. shorts | c. Sun glasses |
| b. sweater | d. sun block |
29. If you feel sick you on your eyes you can go to the ...
- | | |
|------------|------------|
| a. dentist | c. surgery |
| b. oculist | d. nurse |

30. is the disease which is caused of the bit of mosquito.
 a. Cancer c. Dysentery
 b. Toothache d. Malaria
31. I always ... my the garden every morning in order my plants growing up.
 a. washing c. watering
 b. frying d. boiling
32. My mother is ... a rose in the garden.
 a. cooking c. baking
 b. planting d. shopping
33. That nice holiday, Ok, Bill I will ... your invitation to go to the beach. I am free tomorrow.
 a. bring c. reject
 b. accept d. make
34. “ We slept in the tend when we were camping. It’s ... us from hot and cold weather.
 a. protect c. make
 b. pull d. bring
35. The patient have to check up his healthly regularly. The underlined word synonym is ...
 a. check out c. examine
 b. look for d. check in
36. I will go to the dentist with my parents tomorrow. But, I will *ring* you to inform you about the dentist.
 The Italic word means
 a. ask c. phone
 b. tell d. join
37. The fruits and vegetables are not in the refrigerator. They will be ...
 a. lot c. fresh
 b. rotten d. ripen
38. Elephant is one of the most famous animal of Lampung.
 The synonym of the underlined word is
 a. interesitng c. well
 b. bad d. well known
39. “I can walk to go to the zoo from my hotel. Because it is
 a. far c. near
 b. frightening d. boring
40. Stt, be the operation is running in this room.
 a. quite b. serious
 c. quick d. diligent



GOOD LUCK



KEY ANSWER OF VOCABULARY POST - TEST

1. B	11. D	21. C	31. C
2. D	12. A	22. C	32. B
3. B	13. B	23. A	33. B
4. C	14. C	24. C	34. A
5. B	15. B	25. B	35. C
6. A	16. A	26. D	36. C
7. C	17. B	27. D	37. B
8. B	18. C	28. B	38. D
9. D	19. A	29. B	39. A
10. C	20. B	30. D	40. A



Nama :

Kelas :

A. Choose the correct answer by crossing a, b, c, or d !

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

Nama :

Kelas :

A. Choose the correct answer by crossing a, b, c, or d !



Nama :

Kelas :

A. Choose the correct answer by crossing a, b, c, or d !

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E
33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E
36	A	B	C	D	E
37	A	B	C	D	E
38	A	B	C	D	E
39	A	B	C	D	E
40	A	B	C	D	E

Nama :

Kelas :

A. Choose the correct answer by crossing a, b, c, or d !

1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E

11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

B. Fill the words in the blank based on the words in the box!

21.

22.

23

24.

25.

Appendix 3

Table 21
Analysis of Try Out of Odd Items Pre -Test

NO	NUMBERS OF ITEMS																				SCORE
	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	
1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	0	1	15
2	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	17
3	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	15
4	1	0	1	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	15
5	1	1	0	0	1	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	13
6	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	0	11
7	0	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	10
8	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	12
9	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	0	1	13
10	0	0	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	12
11	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	0	0	0	0	1	11
12	0	1	0	1	1	0	0	1	0	1	0	0	1	1	0	0	1	1	1	0	10
13	0	1	1	1	1	1	0	1	0	1	0	0	0	1	0	0	0	0	1	0	9
14	1	1	1	1	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	10
15	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	0	8
16	1	1	0	0	1	0	1	1	1	0	1	0	1	1	0	1	0	1	1	1	13
17	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	15
18	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	5
19	1	0	0	0	1	0	0	1	0	1	1	0	1	0	1	1	0	1	1	0	10
20	1	1	0	0	0	1	0	0	1	0	0	1	0	1	0	1	1	1	0	1	10
21	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	10
22	1	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	7
23	1	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	0	6
24	0	0	1	1	0	1	0	0	1	0	1	0	1	0	0	1	0	1	0	0	8
25	0	0	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	8
26	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	1	0	0	7
27	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	0	0	6
28	1	1	0	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	7
29	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	4
30	0	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	5

Resource: Data Calculation

Table 22
Analysis of Try Out of Even Items Pre -Test

NO	NUMBERS OF ITEMS																				SCORE
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	
1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	17
2	1	1	0	0	1	0	1	1	0	0	0	1	0	1	1	0	1	1	1	1	14
3	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	15
4	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	12
5	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	0	1	13
6	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	15
7	0	1	0	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	14
8	0	0	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	12
9	0	0	1	0	0	0	1	0	1	1	0	1	1	0	1	0	1	1	1	0	10
10	0	0	1	1	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	11
11	0	0	1	1	0	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	12
12	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	0	0	0	0	1	11
13	1	0	1	1	1	1	0	1	0	0	0	1	1	1	1	0	0	0	0	1	11
14	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	0	0	0	0	1	10
15	1	1	0	0	1	1	0	1	1	1	0	1	0	1	0	1	1	0	1	0	12
16	1	1	0	0	1	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	7
17	0	1	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	0	0	5
18	1	1	0	1	0	1	1	1	1	0	1	1	0	1	1	1	0	1	1	1	15
19	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	10
20	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	1	1	0	8
21	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	0	8
22	1	0	0	1	0	1	1	0	0	1	0	1	0	1	0	1	0	1	1	0	10
23	0	1	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	0	1	1	10
24	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	1	0	8
25	0	0	0	1	0	1	0	1	0	1	0	1	0	0	0	1	0	1	1	0	8
26	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	1	1	0	9
27	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0	1	0	0	1	0	7
28	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	0	6
29	0	1	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	4
30	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	3

Resource: Data Calculation

Table 23
The Reliability of Try Out of Pre-Test

CODE	TOTAL	X (ODD)	Y (EVEN)	X ²	Y ²	XY
1	32	15	17	225	289	255
2	31	17	14	289	196	238
3	30	15	15	225	225	255
4	27	15	12	225	144	180
5	26	13	13	169	169	169
6	26	11	15	121	225	165
7	24	10	14	100	196	140
8	24	12	12	144	144	144
9	23	13	10	169	100	130
10	23	12	11	144	121	132
11	23	11	12	121	144	132
12	21	10	11	100	121	110
13	20	9	11	81	121	99
14	20	10	10	100	100	100
15	20	8	12	64	144	96
16	20	13	7	169	49	91
17	20	15	5	225	25	75
18	20	5	15	25	225	75
19	20	10	10	100	100	100
20	18	10	8	100	64	80
21	18	10	8	100	64	80
22	17	7	10	49	100	70
23	16	6	10	36	100	60
24	16	8	8	64	64	64
25	16	8	8	64	64	64
26	16	7	9	49	81	63
27	13	6	7	36	49	42
28	13	7	6	49	36	42
29	8	4	4	16	16	16
30	8	5	3	25	9	15
TOTAL	609	302	307	3444	3515	3282

Resource: Data Calculation

Based on the table above, the data as follows:

$$n = 30$$

$$\sum X = 302$$

$$\sum Y = 307$$

$$\sum X^2 = 3444$$

$$\sum Y^2 = 3515$$

$$\sum XY = 3282$$

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{30 \times 3282 - (302)(307)}{\sqrt{(30 \times 3444 - (302)^2)(30 \times 3515 - (307)^2)}}$$

$$r_{xy} = \frac{98400 - 92714}{\sqrt{(103320 - 91204)(105450 - 94249)}}$$

$$r_{xy} = \frac{5686}{\sqrt{(12116)(11201)}}$$

$$r_{xy} = \frac{5686}{\sqrt{135711316}}$$

$$r_{xy} = \frac{5686}{1164951}$$

$$r_{xy} = 0.488$$

$$rgg = \frac{2rxy}{1 + rxy}$$

$$rgg = \frac{2(0.488)}{1 + 0.488}$$

$$rgg = \frac{0.976}{1.488}$$

$$rgg = 0.655$$



Table 25
Table of Analysis of Try Out of Even Items of Post Test

NO	NUMBERS OF ITEMS																				SCORE
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	
1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	18
2	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	17
3	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	18
4	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	16
5	1	1	0	1	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	1	15
6	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	0	1	15
7	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	16
8	1	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	16
9	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1	0	1	16
10	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	17
11	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	14
12	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	0	1	15
13	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	13
14	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	0	1	1	1	15
15	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	17
16	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	15
17	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	0	0	14
18	1	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	16
19	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	0	15
20	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	0	1	14
21	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1	13
22	1	1	1	1	0	0	0	0	1	1	1	1	0	1	1	0	0	1	1	1	13
23	1	1	1	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1	13
24	1	0	0	1	1	0	1	1	1	1	0	0	0	0	0	1	0	1	0	1	10
25	1	0	1	0	1	1	1	0	0	0	1	0	1	0	1	1	0	0	0	1	10
26	1	1	1	1	1	0	1	0	0	1	0	1	0	0	0	0	0	0	1	1	10
27	1	0	0	0	0	0	1	0	0	0	0	0	1	1	1	1	1	1	0	0	8
28	0	0	1	0	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0	0	7
29	0	0	0	0	0	0	1	1	0	0	1	1	1	1	0	0	0	1	0	0	7
30	0	1	0	0	0	0	0	1	0	0	1	1	0	0	0	0	1	1	0	1	7

Table 26
Table of The Reliability of Try Out of Post Test

CODE	SCORE	X (ODD)	Y (EVEN)	X ²	Y ²	XY
1	34	16	18	256	324	288
2	34	17	17	289	289	289
3	33	15	18	225	324	270
4	32	16	16	256	256	256
5	32	17	15	289	225	255
6	32	17	15	289	225	255
7	32	16	16	256	256	256
8	31	15	16	225	256	240
9	31	15	16	225	256	240
10	31	14	17	196	289	238
11	30	16	14	256	196	224
12	30	15	15	225	225	225
13	30	17	13	289	169	221
14	30	15	15	225	225	225
15	30	13	17	169	289	221
16	30	15	15	225	225	225
17	29	15	14	225	196	210
18	29	13	16	169	256	208
19	29	14	15	196	225	210
20	28	14	14	196	196	196
21	27	14	13	196	169	182
22	26	13	13	169	169	169
23	25	12	13	144	169	156
24	21	11	10	121	100	110
25	21	11	10	121	100	110
26	19	9	10	81	100	90
27	16	8	8	64	64	64
28	15	8	7	64	49	56
29	14	7	7	49	49	49
30	13	6	7	36	49	42
TOTAL		404	410	5726	5920	5780

Source : The Data Analysis

Based on the table above, the data as follows:

$$n = 30$$

$$\sum X = 404$$

$$\sum Y = 410$$

$$\sum X^2 = 5726$$

$$\sum Y^2 = 5920$$

$$\sum XY = 5780$$

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{(n\sum X^2 - (\sum X)^2)(n\sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{30 \times 5780 - (404)(410)}{\sqrt{(30 \times 5726 - (404)^2)(30 \times 5920 - (410)^2)}}$$

$$r_{xy} = \frac{173400 - 165640}{\sqrt{(171780 - 163216)(177600 - 168100)}}$$

$$r_{xy} = \frac{7760}{\sqrt{(8564)(9500)}}$$

$$r_{xy} = \frac{7760}{\sqrt{81358000}}$$

$$r_{xy} = \frac{7760}{9019.86}$$

$$r_{xy} = 0.860$$

$$rgg = \frac{2rxy}{1 + rxy}$$

$$rgg = \frac{2(0,860)}{1 + 0.860}$$

$$rgg = \frac{1.72}{1.860}$$

$$rgg = 0.92$$



73	96	119	142	165	188	211	234	257	280
74	97	120	143	166	189	212	235	258	281
75	98	121	144	167	190	213	236	259	282
76	99	122	145	168	191	214	237	260	283
77	100	123	146	169	192	215	238	261	284
78	101	124	147	170	193	216	239	262	285
79	102	125	148	171	194	217	240	263	286
80	103	126	149	172	195	218	241	264	287
81	104	127	150	173	196	219	242	265	288
82	105	128	151	174	197	220	243	266	289
83	106	129	152	175	198	221	244	267	290
84	107	130	153	176	199	222	245	268	291
85	108	131	154	177	200	223	246	269	292
86	109	132	155	178	201	224	247	270	293
87	110	133	156	179	202	225	248	271	294
88	111	134	157	180	203	226	249	272	295
89	112	135	158	181	204	227	250	273	296
90	113	136	159	182	205	228	251	274	297
91	114	137	160	183	206	229	252	275	298
92	115	138	161	184	207	230	253	276	299
93	116	139	162	185	208	231	254	277	300
94	117	140	163	186	209	232	255	278	301
95	118	141	164	187	210	233	256	279	302